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BRANCH OF EDUCATION  
BUREAU OF INDIAN AFFAIRS  
JUNEAU AREA OFFICE  
JUNEAU ALASKA  
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DEPARTMENT OF THE INTERIOR  
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Carry out loyally the will of the people  
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Serve the public with fairness, courtesy,  
integrity and understanding.....

Help improve the efficiency, economy  
and effectiveness of our work.....

and thus to do our part in performing  
the great services of the Government.





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### GREETINGS

We are happy to welcome you into the Alaska Branch of the Bureau of Indian Affairs. By accepting employment with our Service you have entered a uniquely different phase of the teaching profession; you will have also become an Alaskan. In each of these roles you will encounter experiences such as you have in no other work and in no other country. We hope you have come to enjoy them through many years of service, but we feel constrained to say, Alaska knows no compromise. Those who come and remain must be enamored of her greatness. Those who accept less than total allegiance depart early.

Politically and geologically Alaska is a young country. You will feel the essence of her vigor; you will be enthralled by her beauties; you may be repelled by her greedy, insistent demands upon your mental and physical resources, for they will be taxed to the utmost. Either you will weaken in the face of forces too strong and accept defeat, or you will rise to the challenge and be strengthened by your efforts and successes.

In time you will discover a paradox; you will be busy as you have never been before, but there will be time for reflection, time for the savoring of small pleasures, time for the discovering of new values--the value of people, for your survival may depend upon the humblest of them, the value of fundamental knowledge, for the least lettered of your neighbors may teach you the techniques of Arctic living; the value of courage, for the people whom you are to teach have it in abundance; the value of tolerance, sincerity and integrity, for you can not run away from your mistakes. You can not even run away from yourself.

Surrounded by these unique circumstances, many have found pleasure in serenity, a new joy in work and a deepened appreciation of the importance of teaching. That you may join their ranks, our office stands ready to help you in every way possible. We hope you will be sharing problems with us for many years.

*Max W. Penrod*

Max W. Penrod  
Area Director of Schools



## PURPOSE

This handbook has been compiled to give you general information which should be helpful to you as an Indian Service teacher, and as a resident of Alaska. It is not a rule book, as various official manuals serve this purpose. Rather, it is a compilation of information to help you in school administration, classroom organization, village relationships and arctic or sub-arctic living. We urge you to keep it as a ready reference whenever questions arise concerning your work in the school and community.

If this handbook and the official manuals that have been made available to you fail to supply needed information, we suggest you consult your district supervisors.

Revisions are planned for this book from time to time in order to keep the information current. Your suggestions for improvement would be welcomed.





## JUNEAU AREA BRANCH OF EDUCATION

### STATEMENT OF POLICY

The policy of the Juneau Area is based upon the point of view that Natives, as citizens of the Territory, are entitled to the same educational services and advantages as other citizens of Alaska. Therefore, the final responsibility for the education of all Natives rests with the Territory to the extent that Natives are situated as other citizens; and with the Federal Government to the extent that Natives differ from other citizens due to their origin and historical relations to the Federal Government.

It is the policy of the Juneau Area to discharge the responsibility of the Federal Government, as stated above, whenever and wherever possible, by entering into contracts with the Territory and/or local school units, when authorized by Territorial law, rather than by providing educational services directly to Natives to the end that Natives and non-Natives may be educated together in the same school system.

Due to the inadequate educational level of many Natives and the inability of the Territory to carry the burden financially and to meet the Natives' educational needs within the limitations of Territorial policy, and prescribed courses of study, it is the policy of the Juneau Area to operate schools either directly, or through contract, on a boarding, day, and peripheral school basis at Fairbanks for pre-college students, until such time as these limitations have been removed.

It is the policy of the Juneau Area to carry on a program of adult education in fields of literacy and vocational competency.

The ultimate goal is educational competency of all Native people, so that they may participate fully and equally in the national life with other citizens. All educational effort should be directed toward advancing Natives consistently and deliberately toward that goal.

To implement this policy the Juneau Area proposes to do the following:

1. Provide a local school program for villages now without such services.
  - a. Extend all village school programs insofar as possible through grades eight, in order to raise the educational level. This will do the following:

- (1) Implement the policy of keeping education near



the home community as is feasible, especially during the formative years of the child's life.

(2) Raise the level of education so that many more Natives can compete for available jobs within, and outside their villages.

2. Establish regional high schools extending through grade 10 in Kotzebue, Barrow, Unalakleet and Hooper Bay. Experience shows that Natives are moving to larger village centers. This proposal is in agreement with the Territorial plan for a high school system. Initially, regional high schools will be conducted on a day school basis.

Careful guidance and training will point students completing 10th grade in one of two directions:

- a. To a strictly academic high school for those with an interest in, and ability to accomplish college work, or;
- b. To vocational schools for those interested in trade training.

Instruction at the senior high school level (grade 11 and 12) will be provided in the public schools in Fairbanks for those who are directed into academic courses. This will require providing boarding care and supervision by the Bureau, and a contract with the Fairbanks Public School for instruction. Fairbanks is recommended since it is a university town, and the aim will be that many of the students will enroll in college following their high school training.

Vocational instruction at Mt. Edgecumbe will be provided. This will require readjustment of the vocational program to orient training to job opportunities in Alaska. Airplane mechanics, and hostess training courses are now being given.

If possible, arrangements will be made with Sheldon Jackson School in Sitka (or Haskell Institute) to give Edgecumbe graduates advanced commercial training beyond the high school level.



3. Carry on a program of adult education in the field of literacy and vocational competency in communities where a demonstrated need exists.

Approved:

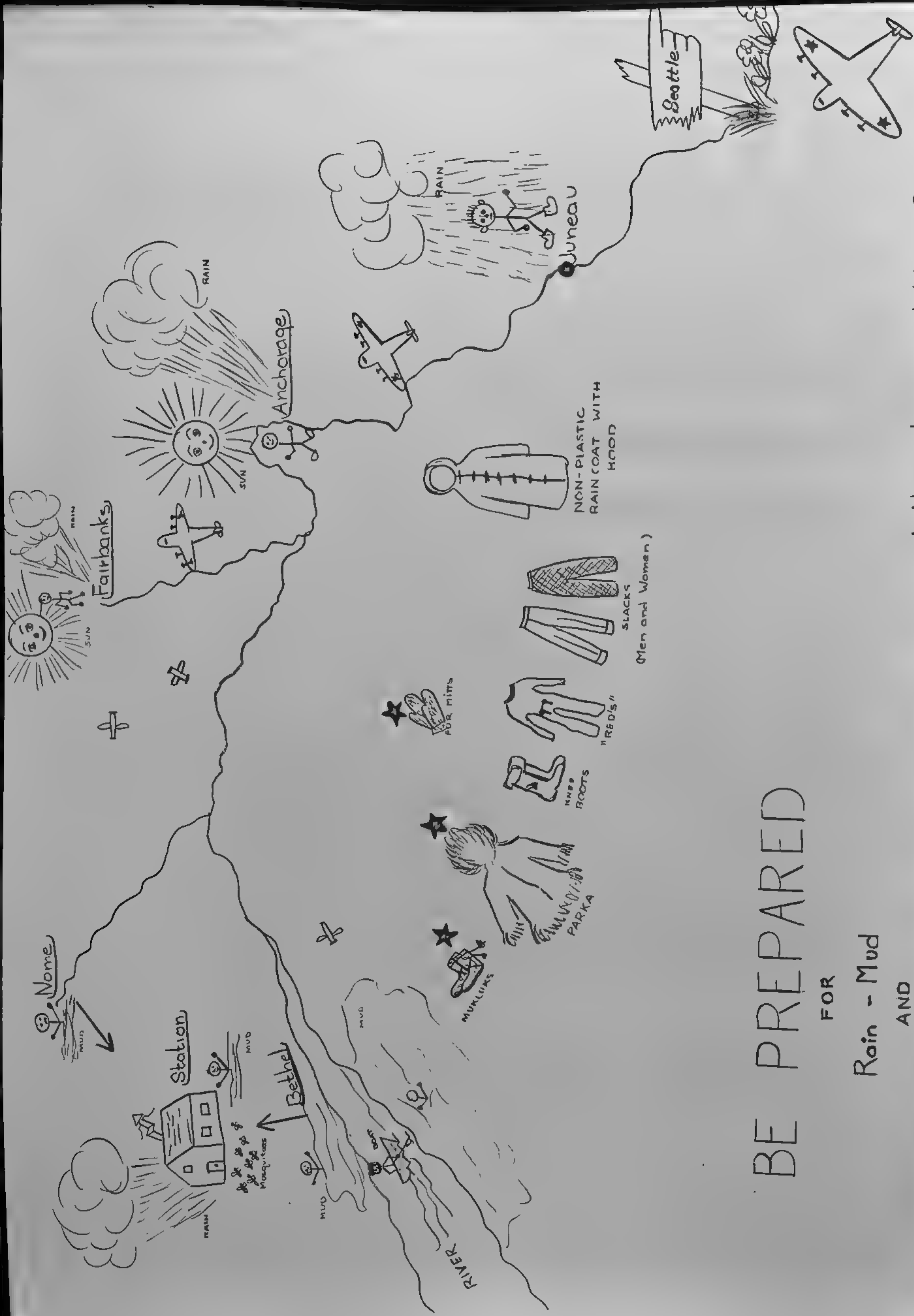
(sgd.) William H. Olsen  
Area Director

(sgd.) Hildegard Thompson  
Chief, Branch of Education

(sgd.) Glenn L. Emmons (7/11/56)  
Commissioner

\* \* \* \* \*





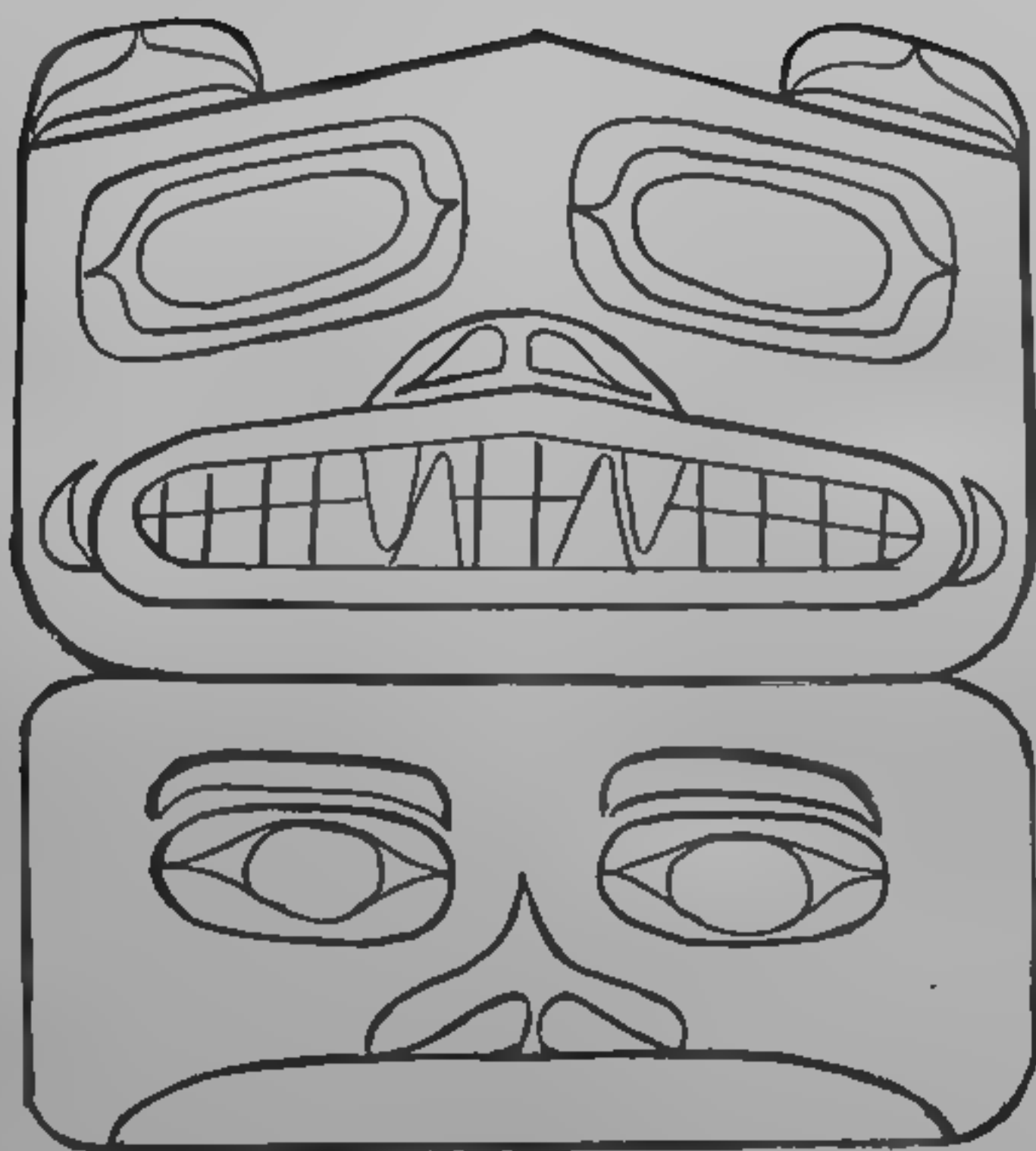
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GENERAL FACTS OF RELATED  
INTEREST ON ALASKA  
AND THE NATIVE  
PEOPLE

As early as possible, acquaint yourself with the geography of Alaska, (see attached map) and try to get an idea of which Native people live where (see "Distribution of Alaska Natives" herewith appended.)

In general it might be said that Southeastern Alaska, the "Panhandle" or "Banana Belt," is populated with three Indian tribes; that the Gulf Coast has both Indian and Eskimo people; that Aleuts live on the Alaska Peninsula and the Aleutian Islands--and the sealing Islands, the Pribilofs; that the North Coast is the habitat of Eskimos; and the Interior is the home of various Athapascan tribes. Details concerning these general statements can be worked out through the months and years as your interest in this country and its people burgeons and grows.

Varying amongst themselves, the Native people have a great many traits in common. Ordinarily speaking, they are quiet people of dignity



and individualism. They have made an almost perfect adjustment to a country that has almost defied the domination of our 20th century culture, and the conflict between the two disparate civilizations has caught the children in its vortex: they are commanded to make the most of two worlds, their customs rooted in the neolithic age and their thinking projected into the atomic age.

Confusion is compounded by the fact that the imposed culture is being brought in extraneously by another race. In school, children learn to read about facts and facets of living concerning which they have had no experience. Do not wonder that "old Alaska hands" beseech you to GO SLOW. Don't rush ahead in your teaching, in your village relations; particularly take your time in making up your mind about this new country and its people.

The Native people have generally made a better adjustment to status quo than the Stateside people coming in. The Alaskan Natives are unhurried in their way of life--infuriatingly so, it may at first seem to you--but hurry is often the precursor of accidents and accidents are easily fatal in this unforgiving land.

Natives are also patient, fun-loving and proud. They have an almost Oriental trait of caring for the preservation of "face." To be placed in a ludicrous position is intolerable. They can not stand it and violence must ensue. Even very small children have this "sense of face:" it is urgent that the new teacher appreciate this fact almost above all others.

Like all people, Native Alaskans dislike coercion. They not only resent its attempted use; they frequently ignore it. In school, disaster will follow the teacher who relies on force for conducting his work; the same can be said for his efforts in the village. If the newcomer



experiences a rebuff in his first attempt, let him try a different approach. Change the subject. Divert the attention. Come around in another manner and try again.

There is some speculation among older residents that the Stateside people learn more in Alaska than they teach!





## Distribution of Alaska Natives

### I. Southeastern Alaska

1. Tsimpshian - Annette Island
2. Haida - Southern part of Prince of Wales Island
3. Tlingit - Mainland and islands of Southeastern Alaska from Ketchikan to Katalla.

### II. Southwestern Alaska

1. Eyak - near Cordova
2. Prince William Sound Eskimo - Valdez, Seward Portlock region
3. Tanaina Indians (Athapascans) - Cook Inlet, Susitna, Lake Iliamna, Lake Clark
4. Koniag Eskimo - Kodiak Island, Alaska Peninsula, to Stepovak Bay
5. Aleut - Rest of peninsula, Aleutian Islands, and Pribilof Islands.

### III. Bering Sea Region

1. Bristol Bay Eskimo - Bristol Bay, Togiak
2. Kuskokwim and Nunivak Eskimo - Kuskokwim River and Nunivak Island
3. Lower Yukon and adjoining groups - Lower Yukon River and Delta region

#### Linguistic boundary north of St. Michael

4. Norton Sound Eskimo - Unalakleet to Elim Mission
5. Seward Peninsula Eskimo - from Golovnin to Bering Strait
6. St. Lawrence Eskimo (Yuit) - St. Lawrence Island

### IV. The Arctic Eskimo of Alaska - Bering Strait to Canadian border

### V. The Woodland Eskimo - Selawik, Kiana, Kobuk

### VI. The Interior Indians, (all Athapascans) - Yukon and Kuskokwim and tributaries

Ivar Skarland  
Professor of Anthropology  
University of Alaska



## PUBLIC RELATIONS

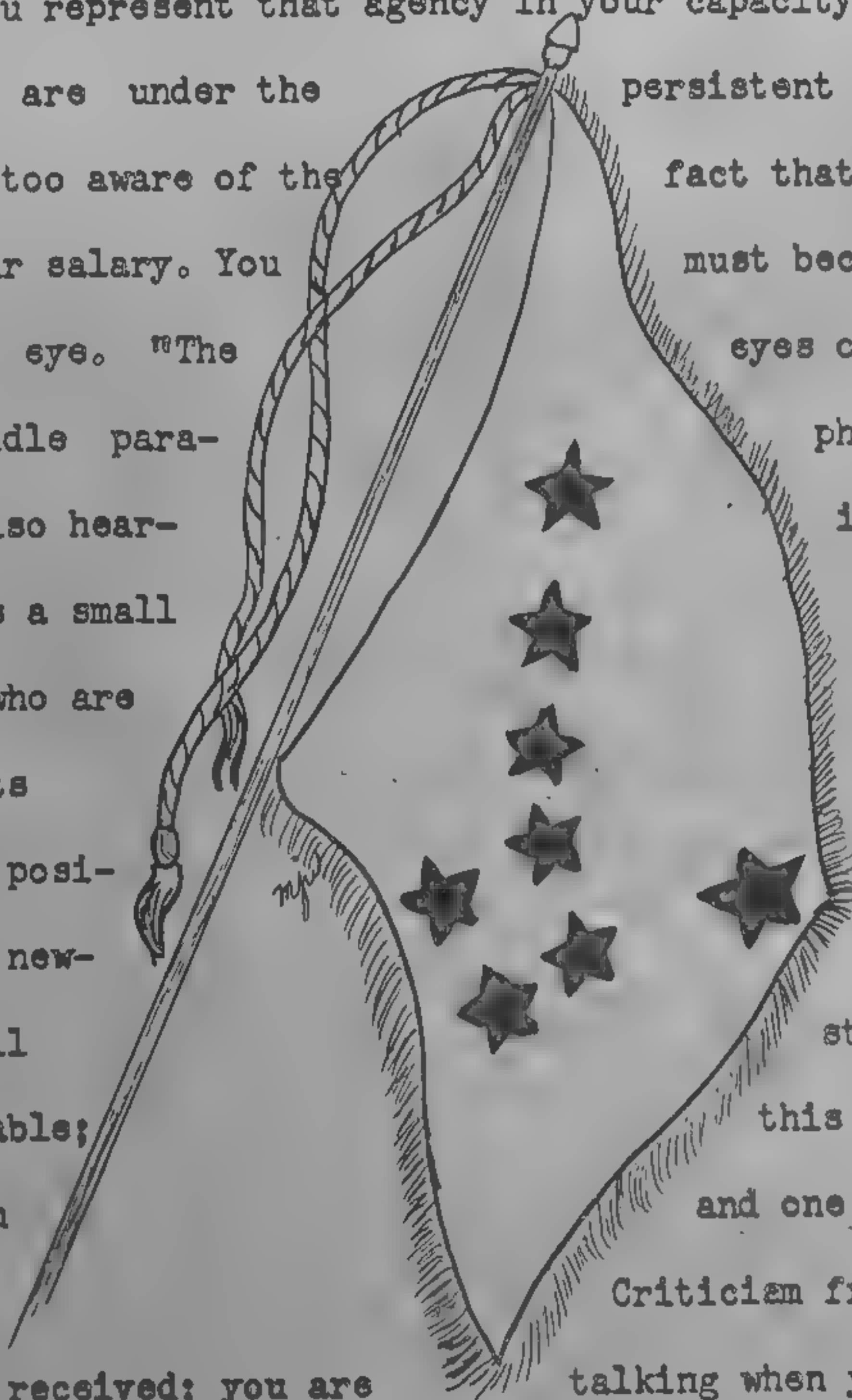
As a new member of a government agency, you will find there are adjustments to be made in becoming a public citizen. You are now an employee of the Bureau of Indian Affairs, part of the Department of the Interior. You represent that agency in your capacity and, like all public servants, are under the

a public all too aware of the fact that their tax money is paying your salary. You must become used to being in the public eye. "The eyes of Alaska are upon you," is no idle phrase. The ears of Alaska are also hearing you.

There is a small stable population of Alaskans who are passionately loyal to Alaska, its people, climate, geographical position and possibilities. As a newcomer, many aspects of Alaska will strike you as being hardly desirable; this is a familiar State-side reaction and one to be suffered in silence. Criticism from a mere cheechako

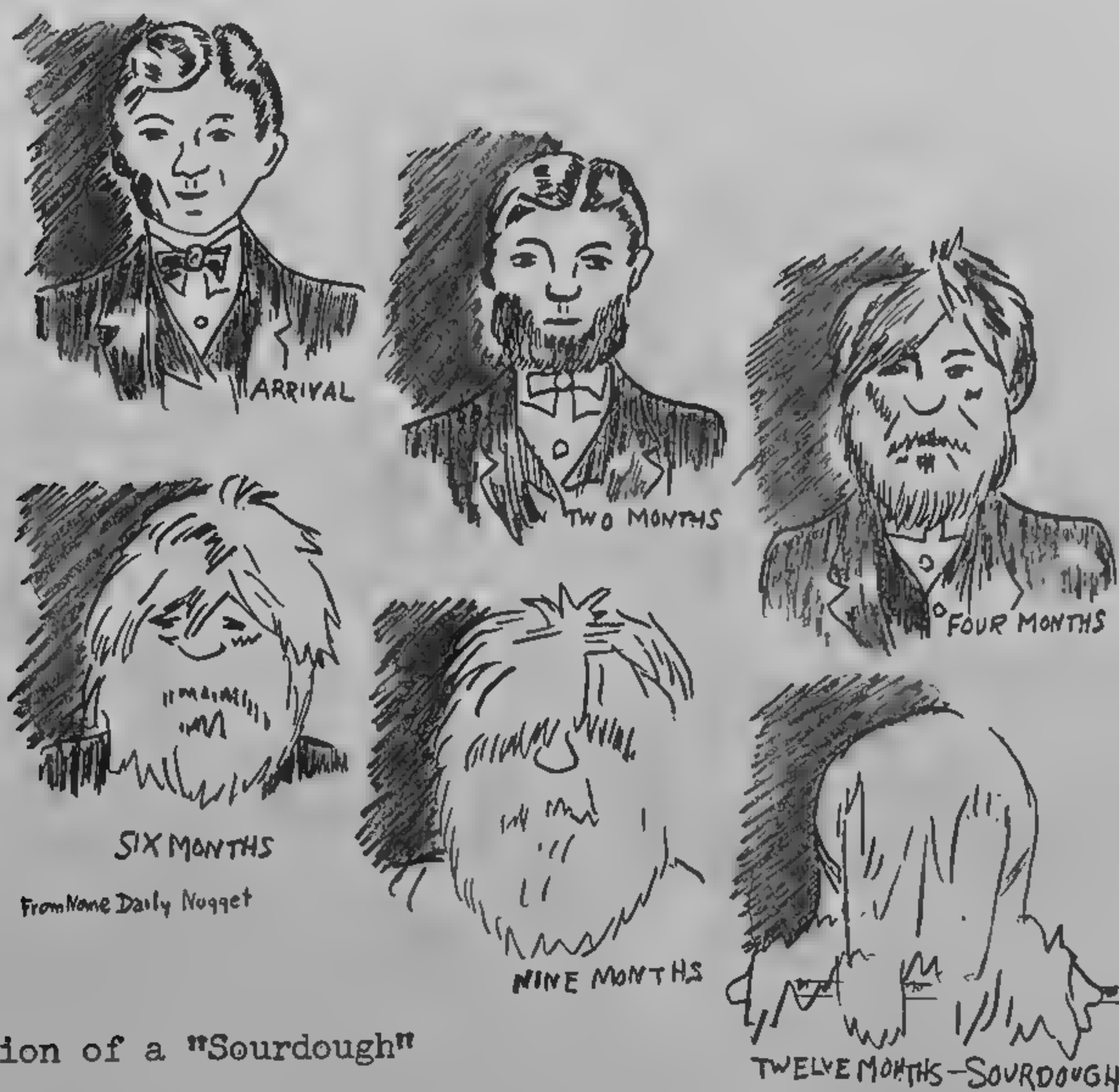
is hostilely received; you are

ing! Remarks in a critical vein repeated to casual acquaintances can do you more harm than you realize. Gossip about the new teachers cheers many a cup of coffee in the Arctic. Your conduct and appearance also come in for their due share of attention.





Frequently it is to the advantage of various pressure groups to hold up one or another of the government agencies for adverse publicity. These attacks are quite usual; sometimes the information used is badly distorted or even fabricated for the purpose. Do not concern yourself over such things. Be aware of your own integrity and worth, the goals and objec-



Evolution of a "Sourdough"

tives you are set on realizing and the services you are performing in educating future citizens. Other agencies cruise timber, count fish, and build bridges. The one you represent has the satisfaction of directing the growth of young minds. For your own peace of mind, don't be disturbed by criticism. Keep a constant affirmative attitude about your work and make sure it is worth what you are being paid—if not more!





HISTORY OF EDUCATION

FOR ALASKA NATIVES

Alaska has been referred to by many names which sing of color, romance and high adventure, such as The Land of the Midnight Sun, The Last Frontier and The Land of Adventure. It might also be referred to as the Great Land of Practicalities. The peoples inhabiting it for unknown centuries, of necessity 'travel light' and only absolute essentials are cherished. Peoples coming later adopt this passion for the utilitarian. Emphasis on practical arts runs like a red thread through every scheme for education that has been planned for the Native children of Alaska.

#### THE RUSSIANS ESTABLISH SCHOOLS

The Russian government established schools in Alaska as early as 1784, the first one being built at the trading post at St. Paul on Kodiak Island. Other schools were established at trading posts under the administration of the Russian-American Fur Company usually under the supervision of the trader or agent. This company also maintained a school at Sitka where the more promising young men were given training in navigation, ship-building, bookkeeping and mechanics. After completing the course of instruction, the graduates were compelled to remain in the service of the company for 15 years. In this way the company was assured of



a continuing supply of competent employees. The girls were given some training in household arts. Here again altruism seemed overlaid with shrewdness as many of these girls married into the company.

Increasing expenses and diminishing income forced the Russian-American Fur Company to discontinue these schools some years prior to the transfer of the country to the United States in 1867.

#### THE BUREAU OF EDUCATION TAKES OVER

For a period of seventeen years following the transfer, Alaska was without any form of government and its only schools were maintained by missionary societies.

Responding to continued pressure from various groups, Congress finally passed an act in 1884 providing a civil government for the Territory and in 1885 the task of inaugurating a system of schools was assigned to the Bureau of Education.

It was essential that at the outset a reliable man, familiar with conditions prevailing in Alaska should be given personal charge of this work. Accordingly, the Commissioner of Education selected the Reverend Sheldon Jackson, a man who for many years had been engaged in missionary work along the Northwest coast. As general agent of education for Alaska, his appointment became effective in 1885.

In order to extend the services of the schools more rapidly and economically the Bureau entered into contracts with missionary societies for the instruction of children in the vicinity of stations where church schools were already in operation. At the time of the transfer, most of these schools were in Southeastern Alaska, but during the next ten years this cooperative effort continued and both Catholic and Protestant churches



extended educational services to the valleys of the Yukon and Nushagak Rivers and along the Arctic coast as far north as Barrow. In 1895, this policy of subsidizing contract schools was discontinued by Congressional action, and since that time the church schools and the schools under the Department of Interior have been operated as two separate systems.

#### THE DUAL SCHOOL SYSTEM IS CREATED

In the beginning the Bureau operated schools for white and Native children alike, but with the growth of the white population, settlers in established towns began to express a desire to assume responsibility for their own schools. In 1900 an act was passed providing for the incorporation of towns in which schools would be locally controlled and supported by fifty percent of license moneys collected. By 1905 further legislation had provided for the establishment by the Territory of schools for white children outside of incorporated towns. By this legislation the Territory gradually relieved the Bureau of care of schools for white children while the education of the Native children remained under the direction of the Secretary of the Interior.

#### REINDEER AND EDUCATION MEET

For twenty-three years Dr. Jackson guided the establishment and maintenance of the Bureau schools with a firm and practical hand. Under his supervision more than fifty schools were built, but ironically, he will probably be remembered by posterity for a more colorful, but less permanent phase of his educational program. Appalled by the economic plight of Native peoples along the North coast and in Interior Alaska, Dr. Jackson hit upon a scheme which he hoped would not only stave off the





ever-present threat of starvation but also introduces a new way of living to the Natives. Influenced by the differences he observed between conditions existing among Alaskan and Siberian Eskimos, he proposed a Congressional appropriation for purchasing and transplanting reindeer herds from Siberia to Alaska.

He wrote, "The reindeer is the animal which God's providence seems to have provided for these Northern regions, being food, clothing, house, furniture, implements and transportation to the people. Its milk and flesh furnish food. Its marrow, tongue and hams are considered choice delicacies. Its blood, mixed with the contents of its stomach forms a favorite Native dish. Its intestines are cleaned, filled with tallow, and eaten as sausage. Its skin is made into clothes, bedding, tent covers, reindeer harnesses, ropes, cords and fish lines. The hard skin of the fore legs makes an excellent covering for snowshoes. Its sinews are made into strong and lasting thread. Its bones are soaked in seal oil and burned for fuel. Its horns are made into household implements, into weapons for hunting, fishing or for war, and in the manufacture of sleds." Then again he said, "The introduction of domestic reindeer is the commencement of the elevation of this race from barbarism to civilization."



So persuasive was Dr. Jackson, that in the years from 1892 to 1902 annual appropriations ranging from \$600 to \$25,000 were made by Congress and a total of 1,280 deer were imported from Siberia. Since this enterprise was planned, executed and maintained under the supervision of the Bureau of Education, reindeer raising was established as an industry in connection with the schools. The teachers willy-nilly found themselves herding reindeer. As a result, Alaskan teacher reports for a period of nearly half a century soared away from the pedantic activities which take place inside the walled dimensions of a classroom to read like exaggerated versions of tales from the pen of an Arctic Baron Munchausen.

#### THE SCHOOLS ARE TRANSFERRED TO THE BUREAU OF INDIAN AFFAIRS

The education program for Native children of Alaska continued under the supervision of the Bureau of Education until 1931. That year, through departmental reorganization, the responsibility was transferred to the Bureau of Indian Affairs and a new policy in educational programing was introduced. It has long been the plan of the Indian Bureau to eliminate dual school systems through transferring schools under Bureau supervision to Territorial control as rapidly as seems wise and feasible. Accordingly, to date, 23 schools have been transferred under Johnson O'Malley contracts to Territorial supervision. Under these contracts, the Federal Government continues to pay the costs of operation, but the Territorial Department of Education has assumed all administrative responsibilities.

A breakdown of enrollment figures for non-Bureau schools, in Alaska for 1953-54 reads as follows: denominational and private, 713; Fish and



Wildlife, 141; Johnson O'Malley, 639; district and rural schools, 4,673.

Today, the Bureau of Indian Affairs operates 82 schools with an approximate enrollment of 3,560 children of Aleut, Eskimo and Indian descent. All of these schools, with the exception of two boarding schools, which offer specialized programs, are located in remote areas where other school facilities do not exist.

Considering economic handicaps and factors of isolation, the processes of acculturation have gone forward with amazing speed among the estimated 34,000 Native people who inhabit Alaska. The 1955-56 School Census reveals that of the 9,560 Native children engaged in school activities, approximately 1,350 were enrolled in high schools throughout the Territory. Records for 1956-57 show more than 90 as attending colleges or other institutions for advanced training. Regrettably, despite these surprising figures, an estimated 1,000 Native Alaskan children are growing up without benefit of schooling.

To meet this burgeoning need for, and interest in, acculturation, the Bureau of Indian Affairs has planned an expanding program which includes the construction of new elementary schools in isolated communities, the construction of boarding dormitories as part of a plan to inaugurate a cooperative program of secondary education in conjunction with certain district high schools, and a generous scholarship fund to encourage the pursuit of specialized training.

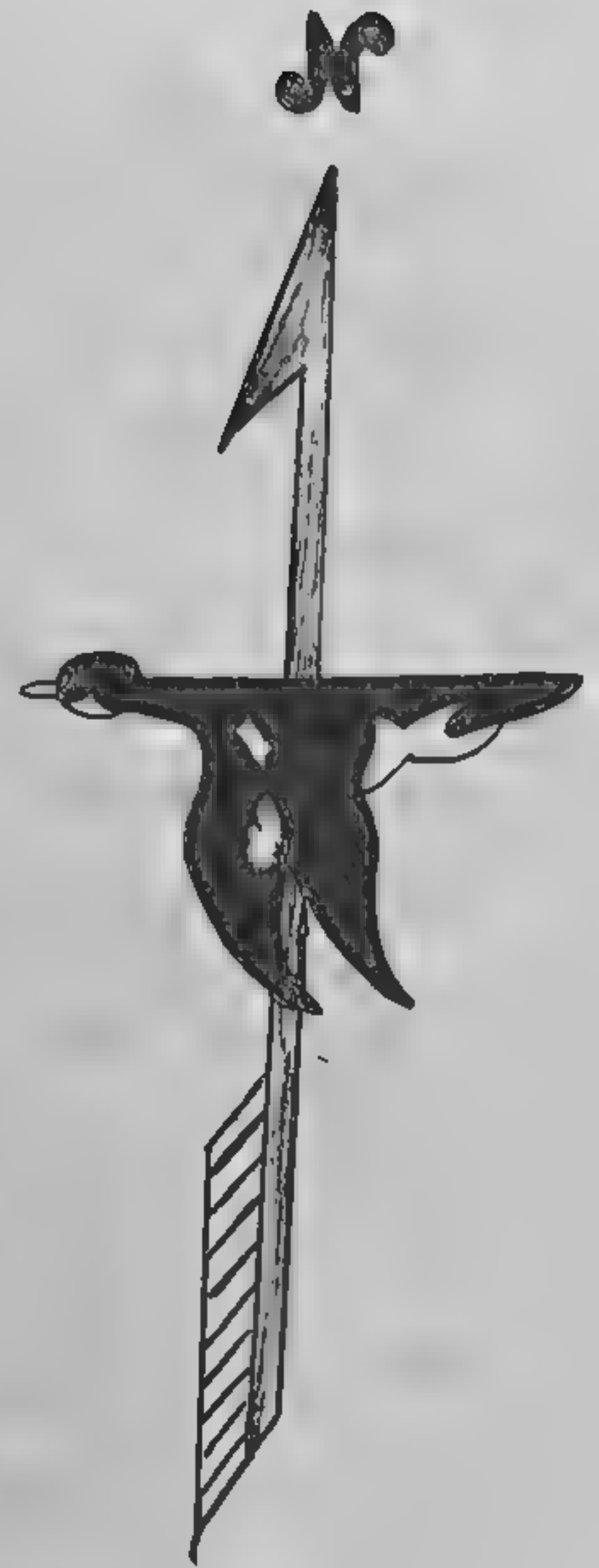


## CHECKING IN AT THE AREA FIELD OFFICE

At the Area Field Office you will make the acquaintance of the people who will be your friends and mainstay during your time of service in your particular village. The Field Office personnel are aware of your circumstances; they know the village where you are going and the people who live there. From them you will receive final information and instruction before going out to your station and setting up business on your own.

If this is your first excursion out of the States, you may be feeling a little shaken by all the distance you have covered. If you have been a city-dweller, the small cities and even smaller villages scattered over the vast expanse of the Territory may have given you the queasiness of void in the pit of your stomach. At the Field Office you have a chance to catch your breath and the vision that brought you up here in the first place. The personnel are seasoned employees who have faced, successfully, the village problems as they presented themselves and they are in a position to advise and help you in all respects.

Some newcomers have complained that Alaskans all seem to be slightly larger than lifesize. This impression undoubtedly arises from the fact that the people who STAY in Alaska have an exuberance, an individuality, and an energy for living that many passive folk in the States never experience. More responsibility, more opportunity for satisfaction from individual effort and the knowledge that he is doing vital



work in a wide-open field will account for a good deal of the Alaskan's joy in living. It does seem true that more people get more "kick" out of life north of 54 degrees of latitude. They work harder and play harder.

As for your business at the Area Field Office, some specific items are indicated to which special and devoted attention should be directed:

ITEM: You will learn about the monthly and annual reports that are expected from your station. These reports are necessary to carry on the processes of checking to make sure the Government's work is being done. You have been hired to teach an eight-grade school for five days of each week for 180 days a year, but yours also is the responsibility of reporting that this work is being carried on, and you are your own secretary. The report forms are clear and to the point and as you become familiar with them, the time involved will be reduced.

ITEM: If at all possible, consult the construction foreman at the Field Office about the engines at your station. If you have not been an adept with motors, make some time to have a demonstration of the light plant and ask to try your own hand at one while you are where someone can instruct you. If you don't understand the secrets of oil heaters, now is the time to come to grips with that problem, with someone at your elbow to show you what comes next.

ITEM: Inquire now about manifests and procedure in checking your supplies. An inventory will have to be made when you get around to it after arriving in the village; if this a foreign subject, ask someone to show you what and how.



ITEM: Listen to what the Field Office people tell you about clothes, weather conditions, travel, and any other helpful hints they see fit to favor you with. Make notes on the margins here in this handbook, if you like, but DO pay attention. It will save you a lot of grief. Living in Alaska is lots of fun if the rules are observed, but there are inflexible rules, made by the country itself, and it is folly, not fun, to flout them.

ITEM: With you on the plane to the village, take matches, candles, cigarettes and a flashlight; baby food, if necessary; and at least a two-weeks' supply of food for the family. Take some food that can be eaten with little or no preparation on arrival. There is no bakery in the village, so take bread, butter, eggs, cheese, canned fruit, canned meat, vegetables, candy, canned milk--and be sure to boil the water used with it! Take bedding in the same plane with you---practically all stations are provided with bedding but a wise turtle carries his own nest.

While in the Area Field Office, whether at Fairbanks, Bethel or Nome, you might take thought for yourself and go shopping for some last-minute things that were overlooked. You had better make contact with whatever grocer and butcher you choose to have fresh fruits, vegetables and meat shipped to you. Establish an account and make arrangements with the grocer yourself----- The Field Office is a public



business office, the personnel have full-time jobs and you should appreciate the fact that personal shopping is NOT part of their duties.

Someone in the Field Office will tell you about where the keys to the residence and school in your village are kept. He will also probably brief you concerning general conditions you will find. Be sure to ask him how to proceed in the event emergency supplies for the station are required.

The pilots who fly between the villages will be your best friends and severest critics. They have seen the teachers coming and going, at work, at play, meeting problems and so on. Most pilots have cheerfully done countless favors for teachers all over their areas and will in all probability do them for you. If you gripe about your assignment, manufacture difficulties where none exist and broadcast your case of cabin-fever as having had no equal in history, don't be surprised if you find yourself up Muck Creek without a paddle. Be a good sport and everyone will rally to support you, the bush pilot first of all.

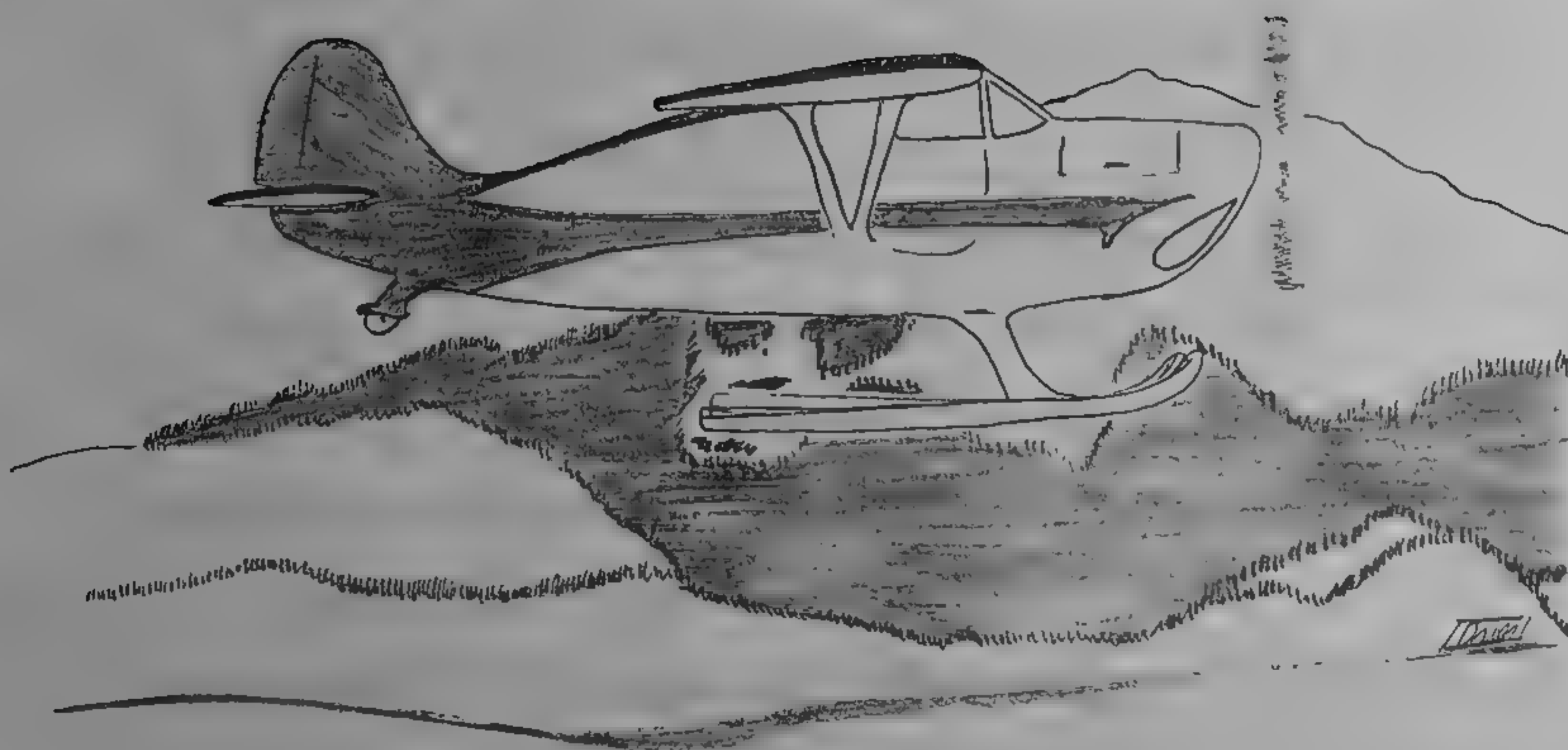
Incidentally, inquire concerning radio procedure and techniques. The Area Field Office maintains daily radio contact on a stand-by basis with all villages under its jurisdiction. Regularly specified times are assigned to each teacher and if he has any radio traffic it is dealt with at that time. Listening-in becomes your favorite indoor sport BUT, RE-MEMBER, other ears are listening to you, so observe a most perfect discretion, as though perfect strangers were listening in, because they ARE! The Federal Communications Commission monitors all radio traffic in the Arctic and frowns upon using the radio as a party line.



Take heart in knowing that in cases of genuine emergencies your welfare has been planned for. Medical facilities are usually available at about an hour's flight from the village. If an emergency occurs at some other time than the specified radio schedule, it is a comfort to know the Alaska Communication System is standing by for emergency calls and will contact those who can help you.

Regular mail schedules on a weekly or bi-weekly basis prevail everywhere, weather permitting, of course.

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### ARRIVAL AT THE VILLAGE

After having travelled for some time over considerable space----- especially with small children--your first impulse upon arrival at your field station will be to collapse with relief and gratitude at having gotten there in one piece. Now is not the time to unravel altogether, however; the situation requires that you gird yourself for yet further activity.

The first official act is to advise the Area Field Office, by wire, that you are there in the village. This is necessary for official records, and it relieves your superiors of the anxiety they very properly feel until they know you are in situ, so to speak.

Pick up your mail at the local post office or store, or if it is in the school, set it aside to go through the same night of arrival, if at all possible.

After getting your luggage and gear to the residence, change at once into working clothes. Check immediately into the sources of water and fuel. Water is secured from wells or ice or from rivers or lakes. If the water system has been left for any length of time, it would be well to boil some water right away for drinking purposes. KEEP IN MIND: as soon as you are settled send a specimen of your regular drinking water, unboiled or treated, in a sterilized bottle or can to the follow-





ing address:

Alaska Department of Health (Laboratory)  
Alaska Office Building  
Juneau, Alaska

Ask that a reply be sent you concerning the safety of the water. In the meantime, continue to boil or chlorinate all

drinking water. Take no chances: a gastro-intestinal-upset, known as stomach flu, at the outset of your village career can be mighty discouraging.

In all probability, your fuel will be oil and there will be an ample supply. There may be some difficulty in getting the kitchen stove going. Start right off on that project and don't be satisfied with anything less than perfection. That range is the heart of your problems.

Oil stoves need to be kept clean. If it doesn't draw well have a look at the fire-pot and see if the ventilating arrangements are clean and open. If not, fix them right there. It is to be hoped you went in-



to this matter rather thoroughly in the Area Field Office. If you didn't, you'll learn fast. Check the stove pipes and chimney and be sure they are clean. If not, clean or replace them on the spot. If you are one of those gifted people for whom inanimate things work with joy, you are indeed blessed. If

you must struggle to bring an ornery stove to heel, set your teeth and grimly plod onward. The stove was made by human hands, and you've come this far under your own power, so very likely perseverance will win this day as many another!

There MAY be someone in the village who has been a school employee who will come bubbling up with help and will get all the stoves going, the water question settled and help you and your family to unpack. On the other hand, the village people may be at fish camp or off at summer employment and you will have to go it alone. Once the fire is going and the water has been boiled, you have it made!

Be sure your day's exertions--the flight in from the Area Field Office, the arrival at the village, the discovery of the state of your quarters, and the struggles attendant on water and range--be sure all these are followed by food! Eat as balanced a meal as you can under the circumstances, don't forget the candy for morale and energy. If night has come on, make yourselves as comfortable as possible and get some sleep before trying to cope any further. You can't possibly solve much in one 24-hour period. Keep a regular routine and attempt only the possible at this point. Good health is vital. Balanced meals and plenty of rest are a necessity.

On the succeeding days of your arrival, make notes of the problems you are facing so they can be presented to the educational specialist from the Area Field Office who will be out to visit you within the first month. He will bring you help, answers to questions, and suggestions that will smooth your path. You are not the first rugged pioneer to plough this row, you know. Other people have survived, and you are made of the same kind of stuff or you would never have applied for such employment in the first place.







On the second day, be sure you have gone through the mail and have not skipped over any vital telegrams or letters that require immediate answers. Have a look at the radio and see if it is going to cooperate with your efforts. If the radio operates, try to meet your first radio schedule right away: it will cheer you to hear from the Area Field Office and they'll be glad to know you are comfortable. Besides, they can tell you immediately what you want to know.

With so many new things facing you, it is sometimes hard to know which must be dealt with first. If the radio operates off the light plant, that will be your number one priority. If you had your wits about you at the Field Office, you did spend some time with a light plant. If yours is a different make, study the operations manual in a calm frame of mind: the thing was made to work, and so were your brains, so put your mind to it. If it doesn't answer to your exhortations, remain calm: a mechanic will be sent out sooner or later to help you with this, and other problems. Get word into the Field Office by mail, if necessary, and help will be forthcoming. Use kerosene lamps, or candles. And resolve to lick this problem as you have others.

If casual village visitors stray in to have a look at the new teacher and his struggles, greet them in friendly fashion and ask them to come by after you are settled. Pay no attention to invidious comparisons be-

tween you and the previous incumbent: they are quite usual the world over, remember? A pleasant, friendly manner at the outset will stand you in good stead in the months to come. If you don't have time to visit, be firm about asking them to return upon another occasion, but be pleasant. Advise them that school will start as soon as you are settled comfortably. Possibly some one of the visitors will offer you the help you greatly need, in which case, receive it gracefully and gratefully.

Before school starts, check all stoves and chimneys. Replace stove pipes where necessary. Be sure the range and all heating stoves are clean: pipes should be replaced at least once a year and the interior of the range should be cleaned out about every three months, the heating stoves every six. Be sure to do all these things soon after arrival: it will be easier to clean them now than later when the mercury is shrinking below zero. Your comfort and health will depend on your heating plant. If you need new stoves or plant replacements, advise the Area Field Office of your requirements.

Closely allied to the heating plant are the safety measures necessary for security against fire, the scourge of the North. One has only to imagine being burned out in a small village in the middle of the winter to spur himself to taking every precaution. While you are checking and cleaning stoves and installing stove pipes, make sure there are fire extinguishers in each room. If there are fire extinguishers, take them down and test them for validity. If your station is equipped with a fire alarm bell, be sure the spring is wound and set to go off. If there is a chemical device hanging from the ceiling over the stove, make sure the nozzle indicates it has not been used or set off. Examine the portable CO<sub>2</sub> tank

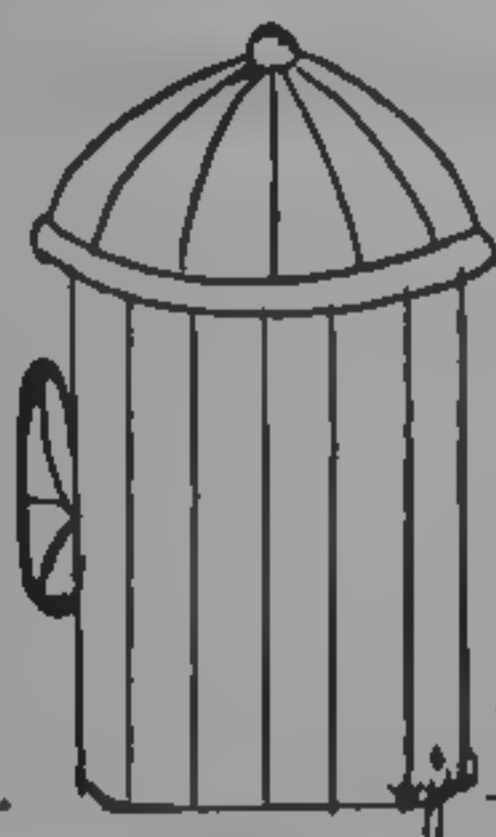


for pressure on the pressure gauge. Remove the fire extinguishers that may require refilling and refill them right at the moment. If you are without fire extinguishers, place BOXES OF BAKING SODA in their place until extinguishers arrive. Soda will smother a fire if the box is broken and the contents scattered directly into the flames.

If yours is a two-story dwelling, make sure fire ladders are in position. You may wish to have buckets of sand in the attic, for help in a roof fire. Be sure to check for secondary exits for your family and students.

As regards the water supply, which must concern you at this time, if a supply tank has been installed, CLEAN IT THOROUGHLY! If you will store your water in barrels, CLEAN THEM! Continue to boil or chlorinate your water. Remember that many water-borne diseases can be avoided by perpetual vigilance in the securing and use of water.

A good old-fashioned spring housecleaning may be indicated upon your arrival. You'll never have a better chance than when you first move in. If linoleum needs laying, get it down while the weather is still warm and it will repay you by lying flat and agreeable all through the cold winter. Wash all windows before putting on the storm windows: water freezes at low temperatures, especially on windows, and your outlook may be considerably obscured if the windows are clouded. Weather-stripping around doors and windows is easier if it is part of a general clean-up campaign. Go over the light plant with extra care, get in the



ANTI-FREEZE in time, place the operations manual in a handy place. If the quarters need painting, do it now. Cover shelves with fresh oilcloth or paint them.

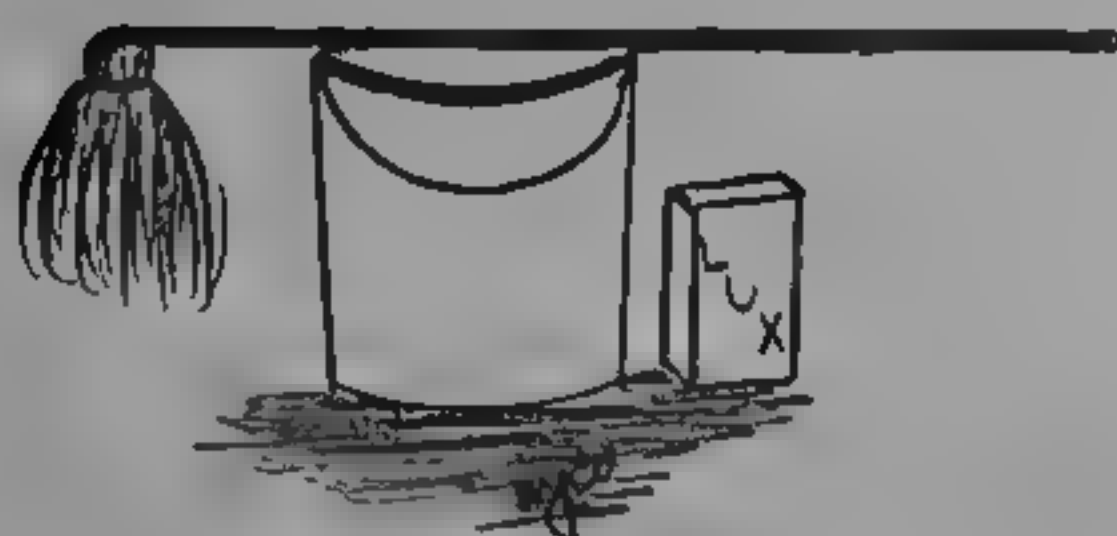
Good housekeeping will repay you many times in comfort and peace of mind. An orderly life makes a good employee.



And get started on filing your reports with the Area Field Office as soon as possible. Send in a summarizing letter concerning conditions you found prevailing at your station, the state of the quarters and school, what the situation is concerning your heating, light and water. If you are in difficulties, don't keep it a secret: the Field Office personnel are there to help you get your job done. Contact them with a clear statement of the nature of the help you need. Make notes before your radio schedules so that you can go over your problems systematically.

Submit an inventory within the first few days, so that shortages and overages will not be charged to you. If there is need for a special requisition, get it in as soon as possible. In some cases, winter conditions will preclude deliveries.

As soon as possible, look around in your station unit office of files for a large looseleaf binder marked, "FIELD MANUAL." Material for this manual has been forwarded each station and further additions are being prepared and forwarded from time to time. This manual is your official guide to government procedure. It will tell you what provisions the Government has made for administering the services in which you are engaged. New employees are properly staggered to discover the amount of material covered in this



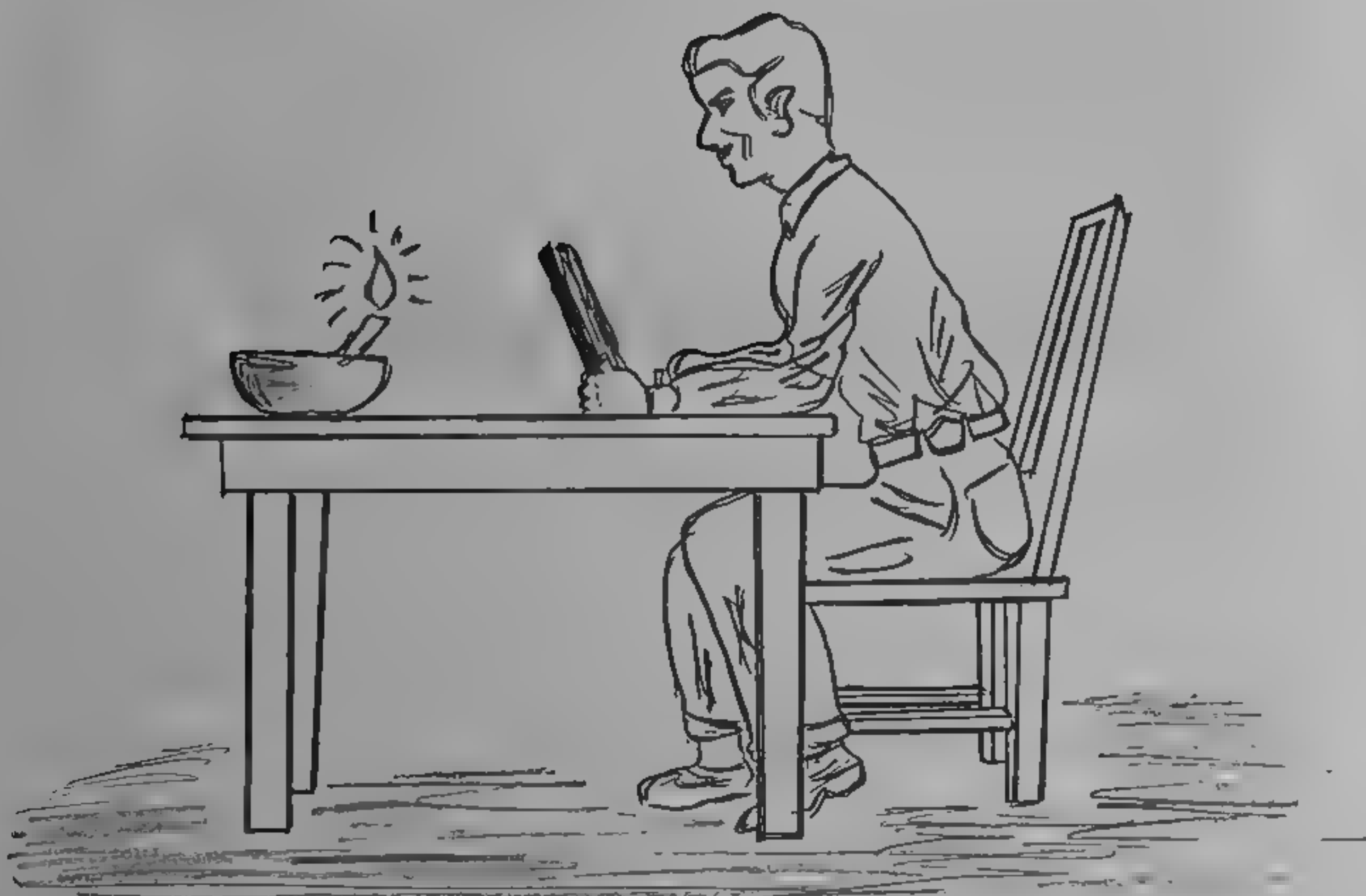


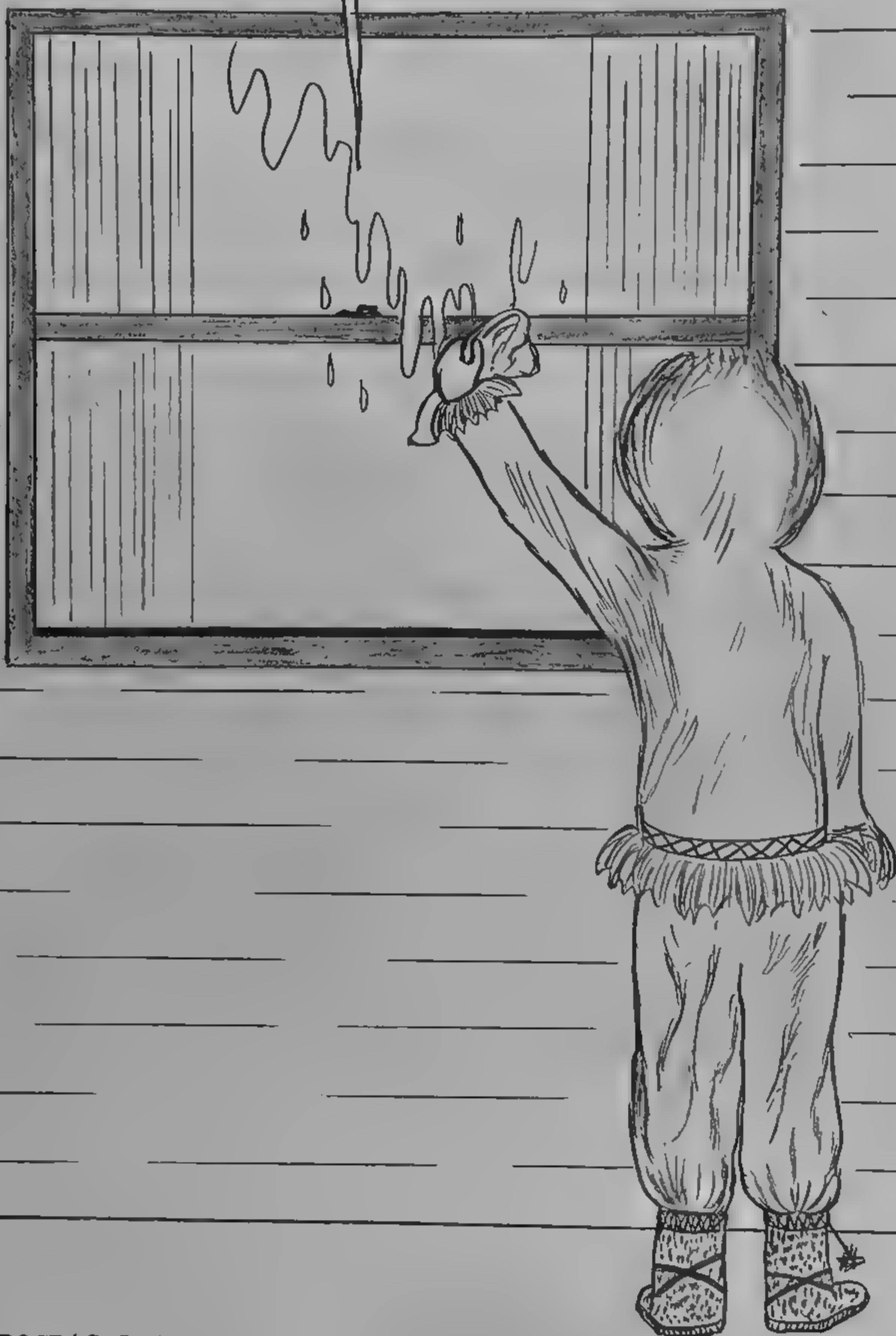
serious-minded tome. Keep it on your business desk. You will want to consult it frequently. Keep it up to date and file new material in it promptly. Use markers for chapter headings. If you can't find your FIELD MANUAL in the first few days, ask the Area Field Office for one.

As examples of what you might be interested to find in the Manual, look up pay schedules, in Part II, Chapter 14. If you wonder about the annual and sick leave you are accumulating, look at Part II, Chapter 9.

In the first weeks, any spare time you have, study this Field Manual from front to back.

\* \* \* \* \*





A PROCRASTINATOR'S DILEMMA





## RELATIONS WITH THE VILLAGE

It is important to remember that you and your family are a minority group in an environment new to you. Alaska is Alaska. It is not "like" upper New York state, or Minnesota or Montana, or anywhere else at all. It is unique and its people are likewise new to your experiences. They are not "like" any other people you have ever met before. They are the result of their heritage and their environment. They are original, as well as being aboriginal!

The foundation of Christian civilization is a respectful approach to another individual, recognizing in him values and abilities different from but as worthy as your own. The Native peoples of Alaska deserve your respect. They have made a radical adjustment in their living habits that permits them to flourish under conditions of the most adverse nature.

When you have your first meeting with the village people they may all "look alike" to you, as people of other races than one's own usually do. Keep this knowledge to yourself. If you have a good memory for names and faces, so much the better. If not, make a real effort to fix first one and then another of these individuals in your mind. Alaskans vary individually as all people do. Some are less honest than others;

some are of cleaner habits and quicker minds than others; some will like you and others will not. It is important for you, however, to LIKE THEM ALL. You must not play favorites with any one individual. This cannot be too much emphasized. The village is too small, the people know one another so much better than you can ever know any one of them, for you to make a special friend of any one. It would be rash to estimate the damage this one particular mistake might cause for you.

It will be wise for you and members of your family to maintain a coherent policy. If you have internecine battles with your spouse, better keep it intramural. That's your secret, not village news and not for radio broadcast. An atmosphere of sweetness and light, with calm strength of purpose and serene mind can influence your relations with the village more than you realize. You are not the first Stateside people to live in the village. There have been people from Outside in Alaska since the 1880's and 90's, in most instances, and these village people are shrewd judges of character and behavior and watch you more closely than you might realize.

Whatever schedule of meetings with the village you decide on will be determined by your intentions. At first it is suggested that you find what groups have operated in the past: Mothers' Club, P.T.A., Sewing club, Council, 4-H, Scouts. The essential thing is to GO SLOW. If you don't like what has been done heretofore, make an honest attempt to evaluate it before you suggest a change. Try to make the suggestion of change as seeming to come from the village rather than from you. This will exercise your diplomacy! If it comes to a point where you feel a



drastic and remarkable change must be effected by you, take a long time drafting reasons and procedures. Then present your program in a straightforward manner, be FLEXIBLE, and don't try to build Rome in a day. Above all, keep your good humor. If you feel yourself getting sour and bitter, let up the pressure, have some coffee and read some Artemus Ward (like Lincoln did--and his job was harder than yours!) to restore your perspective. You COULD be wrong, you know, or what you are trying to do may not be feasible.----If you don't enjoy life, nobody is going to enjoy you either!.

If you have an improvement in mind that would affect both yourselves and the village--a better water-system, say, or a more expedient manner of waste disposal--don't expect it to be enthusiastically received, especially at first. Make up your mind to present the scheme on several occasions, stressing all its various benefits and possibilities. Contact individual members of the community and try to win them over to your way of seeing things--but don't be embittered if they forsake you in the final vote! They must follow the way of the village, because they will be living there long after you have left. Persistence and pertinacity will sometimes gain your point. Coaxing and cajoling are usually more valid than an attempt to coerce. "An ounce of honey is worth a pound of gall."



If you can effect one improvement in two years, your batting average is outstanding.

In business dealings with the village people, honesty is not only the best but the ONLY policy. If you order clothing or art objects, have a definite understanding as to what you want. Order only one item at a time, until you have discovered the "hang" of it. If the first thing you have ordered doesn't meet with your expectations, take it anyway, PAY THE AGREED PRICE and swallow your disappointment as a valuable lesson. DON'T REFUSE THE ARTICLE. One teacher shattered village relations by refusing to pay the price agreed upon because the finished article ordered did not come up to specifications. Make your first purchase a small one. Possibly you will be agreeably surprised. But in any case, proceed with caution: you must live up to your end of the bargain whether the other party does or not! This policy cannot be overstressed. You are in a strange land dealing with unfamiliar people whose codes vary from those you have learned. In time with vigilance and care you will understand and benefit by your experience. The watchword in this, as in other phases of village life, is, GO SLOW.

It is contrary to regulations for teachers to engage in trading for profit with the Native people as long as the teacher is in the employ of the Government. This matter is clearly and emphatically expounded in the Field Manual to which you are now referred: look under Personnel, Part II Chapter 4. Before engaging in any transactions of this nature, be sure to read this material with care. THIS IS ONE OF THE MOST IMPORTANT FACTS OF VILLAGE RELATIONSHIPS.

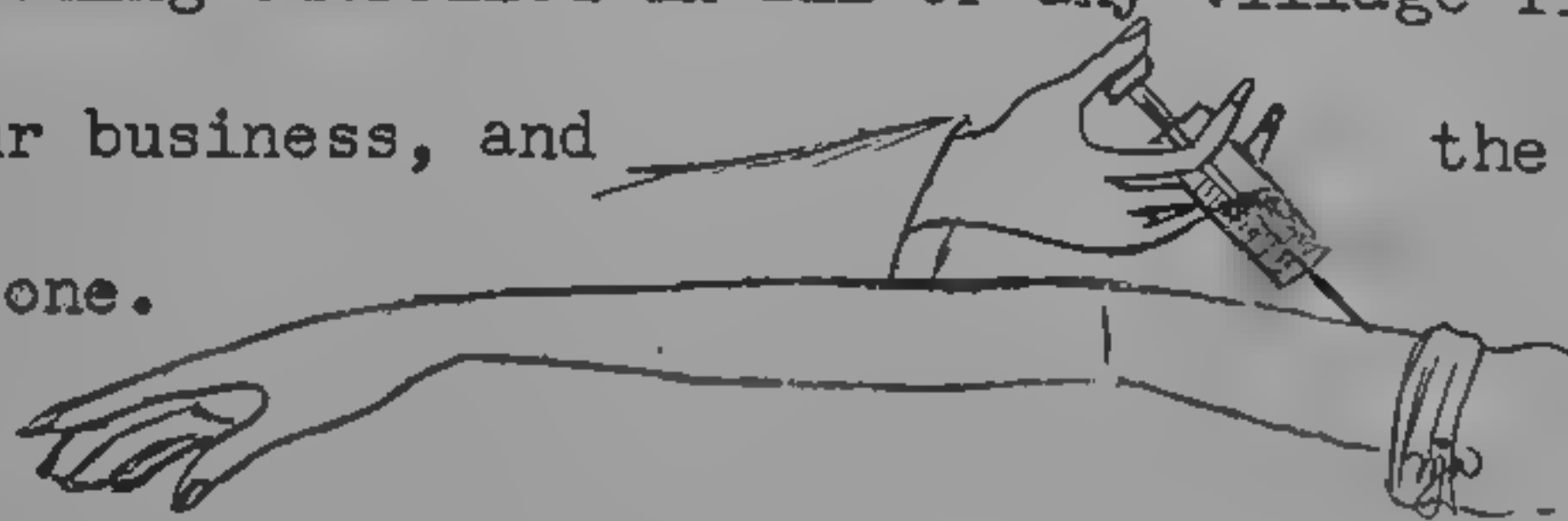


It is probably just as well to be chary of presenting miscellaneous gifts to all and sundry. You are not, after all, establishing the first incursion of your culture in a benighted land. You are, rather, settling down in a community to work for mutual benefit with people of a dissimilar background. Friends are not bought with gifts. Friendship is made by persons of kindred interests and opinions, and it can and does exist all over the Territory between Alaskans and people who have been living with them through the years. If you feel you must show the village some measure of appreciation for the kindness they have shown you, perhaps at the Thanksgiving or Christmas gathering you can surprise them with sweets or fruit or similar items that all the village can enjoy together. Individual gifts are not usually very wise; there is too great a danger of the charge of favoritism.

If gifts are brought to you, make sure they are gifts and not something offered for sale. In any case, if it is a gift, some have found it expedient to repay on the spot with an article of like value. When fish or meat is brought, as very frequently is the case, it might be thoughtful to repay the donor with a can of fruit or vegetables. In many cases, the village people have a narrow operating margin and greatly appreciate evidence that their overtures are welcome. If you make mistakes in this phase at first, be encouraged to know that others before you have likewise made mistakes. If your heart is in the right place and you give your intelligence free play, it will not be long before you establish a working philosophy of your own.

As to visiting in the homes of the village people themselves, you will in all likelihood be pretty much occupied with all the calls on your time. If you are curious about the people, they will resent your intrusion. Very probably you will be in and out of their homes during the winter for several legitimate reasons, illness being the chief one. The calls of the nurse are usually spaced so far apart that the contents of your station dispensary will become only too well-known to you. Don't make the mistake of "practicing medicine;" on the other hand, there are several helps to ailing people, such as aspirin and various tonics, which the nurse will indicate to you, may be dispensed in her absence. Sometimes you will have to make radio contact with someone's severe illness in mind and you will be instructed how to proceed. So, what with illness, the making of the village census, and the annual village report, your visiting will be taken care of. Take your manners with you. Do not comment or make helpful suggestions. In Alaska, as elsewhere, a man's house is his castle and you are the interloper: KNOCK at the door and wait until you are INVITED in before entering.

Do avoid becoming embroiled in all or any village fights. They are definitely not your business, and the side you choose may be the losing one. Withdraw from the scene entirely, make absolutely no comments to anyone so that you cannot be quoted, and if the disturbance grows to such proportions that outside agencies such as law enforcement have to come in, be sure to present the facts in an unemotional nonpartisan manner. THIS IS IMPORTANT.





It is quite customary to have one of the local girls or women assist in the residence, as a housekeeper or with child care. Use ordinary business practice in deciding the pay with which you will reimburse her.

As a teacher in the community, your field is primarily education and to develop village leadership. It is your business to encourage the growth of a sense of responsibility for their own affairs among the people of the village. It has been the aim of the Bureau to train local residents in each village to fill such positions as postmaster, welfare agent, cooperative store manager, midwife, council officers, etc. All people learn to do by doing. In almost all villages these positions, and others, are now filled by Native incumbents.

IT IS IMPORTANT THAT THE TEACHER DO NOTHING TO PREEMPT THE DUTIES OF THESE WORKERS!

When called upon to give advice or technical help, by all means cooperate to the best of your ability, but do not take charge, do not try to "run things." Counsel to the best of your ability and then withdraw and let the village worker proceed under his own steam, even if he makes mistakes! We all learn from our mistakes; we must have freedom to make them. No dictatorship of the teacher--even a benevolent one--can be tolerated.

Very probably there will be a trader in your village and possibly a missionary. Foster a genial, but casual relationship that will stand the strains of constant association under confining conditions. Arctic dwellers need one another. Put your mind to the business of keeping your public relations pleasant: it is your business and it can be done. Most

of the early pioneering in teaching was done by remarkable men and women who were missionaries and their present-day counterparts continue the tradition of contributing good to the people they serve.

NOTE: Only in emergencies does the teacher permit medical or other community services to interfere with classroom duties, being ever conscious of the fact that the teacher's first responsibility is to conduct a school of sound professional standards.

The community should be led to understand that the teacher's time during school hours belongs to the children and only real emergencies can justify other demands being made upon it. The children are the people's most priceless possession - the hope of the improvement of the Native way of life lies in their education and their education is in our hands.

In closing it is well to mention that where there are children in the family and both husband and wife are employed, a housekeeper must be employed in order that the parents may be free to devote their full time and energies to the operation of the school and community activities.





SCHOOL MANAGEMENT



A. OPENING DATE AND LENGTH OF SCHOOL TERM

A B.I.A. school term is 180 days, exclusive of legal holidays. There will be no general exceptions granted, and only under unusual emergency conditions and with the express knowledge and approval of the Juneau Office will permission be given for a shortened term. Principals and Principal-teachers will be held professionally responsible for its accomplishment.

LEGAL HOLIDAYS

Labor Day (First Monday in September)

Veterans' Day (November 11)

Thanksgiving Day (Third Thursday in November)

Christmas Day (December 25)

New Year's Day (January 1)

Washington's Birthday (February 22)

Memorial Day (May 30)

July 4 (Independence Day)

School shall not be held on Saturday, Sunday, and legal holidays, and such days shall be officially observed on the monthly calendar day they appear, or unless otherwise designated by executive order.

Religious Holidays: Following the official starting date of the school year, school sessions shall continue on uninterrupted until the official school year is accomplished. Special occasions such as Christmas week, religious festivities, or other traditional village holidays of extreme local importance may be observed by dismissal of school when the principal or principal-teacher has requested and received permission from the Juneau Area Office through the District Office well in advance of such



occasions, provided further such days officially observed as special school holidays cannot be counted toward the accomplishment of an official school term (180 days). Annual leave may be chargeable to employees unless otherwise directed, to cover such non-school periods.

Emergencies: During the official school term it will not be the policy to grant annual leave to Education personnel engaged in classroom instruction (including Special Assistants) or supervision unless some unusual or emergency condition exists. If, however, such conditions are determined to exist, the administrator in charge will seek permission in advance from his District Office for closing of school or his official absence from duty. In cases of sudden or extreme emergencies the teacher may exercise independent judgment in such matters notifying the District Office for closing of school or his official absence from duty as early as conditions and communications will permit.

Personnel will not depart from headquarters during the official daily tour of duty except for emergencies or by permission from the Area Field Representative.

The School Day: According to Territorial law, school hours for the pupil, exclusive of the noon hour, are as follows:

4½ hours for grades - Beginners, 1 and 2

5 hours for grade 3

6 hours for grades 4 through 8

Opening Date of School: All day schools shall be officially opened not later than the Tuesday following Labor Day, September 3, 1957.

## B. ENROLLMENT & ATTENDANCE DATA

### Compulsory Attendance:

In Alaska, school attendance is compulsory for all children between ages 7 and 16.

Experience has shown that the most effective enforcement of compulsory education is that which is secured by local authority.

The aid of the Village Council should be enlisted in cases of violation. Often, a word to the village chief suffices.



### Enrollment Policies:

1. Any child who will have reached his 6th birthday by January , following the opening date of school is eligible for enrollment in a B.I.A. school, providing he is of  $\frac{1}{4}$  or more Native blood and in good health.

Birth certificates or nurses records, should be consulted to determine age. Seemingly immature or physically underdeveloped children should not be accepted until examined by a medical officer and certified by him as being capable of carrying on the activities of a six-year old.

2. One-teacher day schools with an average daily attendance of twenty-five (25) pupils or less will offer and provide class work for grades one through eight. If the ADA exceeds this figure, the number of pupils served beyond the sixth grade will be limited by classroom space, teachers' time, or other unusual factors.

3. Schools where two teachers or more are assigned will provide for and offer instructions in grades one through eight. Exceptions to this should be called to the attention of the Juneau Office without delay.



4. Students completing the highest grade offered in the local school are eligible to make application for boarding school enrollment. Teachers are encouraged to seek students with interest and ability and recommend them for secondary training at Mt. Edgecumbe if no other school opportunities are available.





### C. FEDERAL SCHOOL PROGRAM OBJECTIVES

The Federal Government has obligated itself to provide for the education of Alaskan Natives so as to aid them in an adjustment to the dominant white culture and to conserve the desirable values of their own culture.

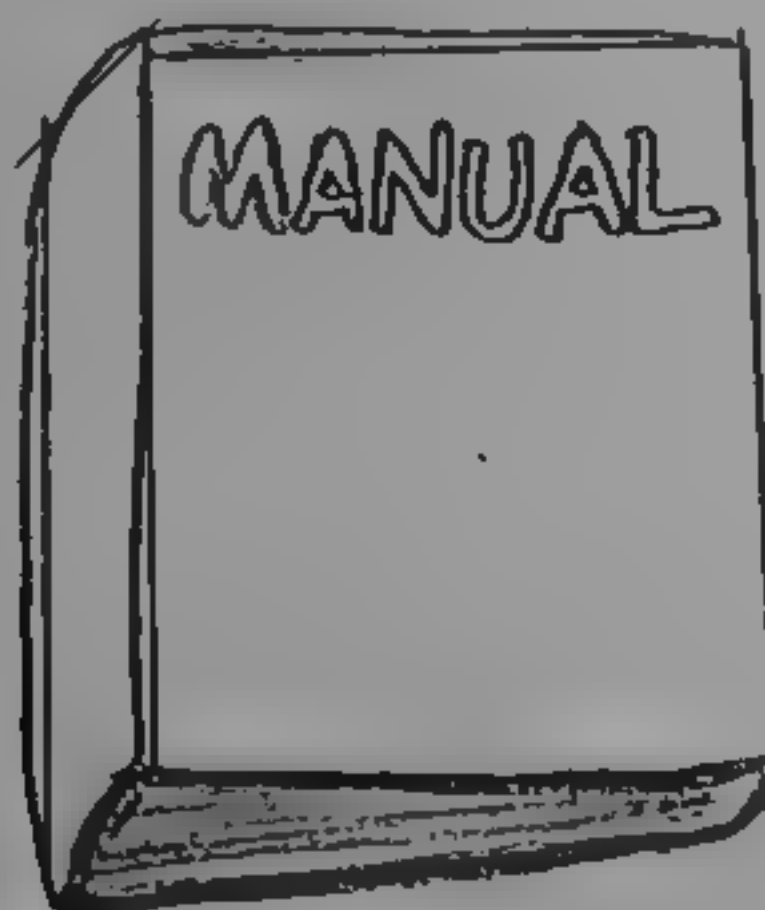
OBJECTIVES: To accomplish this, the primary objectives of Indian Schools are:

- A. To teach students through their own participation in school activities, democratic government and community association, to become constructive citizens of their communities, the Territory and the Nation.
- B. To aid students in analyzing the economic resources of their community and in planning more effective ways of utilizing these resources for the improvement of standards of living.
- C. To develop better health habits, improved sanitation, and higher standards of diet with a view to prevention of tuberculosis, infant and other diseases.
- D. To give students an understanding of the social and economic world at large as related to their present and future environments to the end that they may more successfully achieve mastery over the conditions under which they may live either at home or in urban centers.



- E. To afford high school students preparing for urban employment the choice of suitable vocations, the development of qualitative and quantitative skills and the acquisition of such related knowledge as may be needed to earn a livelihood under competitive conditions.
- F. To offer qualified students college preparatory training, meeting standards required for college entrance.
- G. To give students opportunity for physical, mental and moral growth through activities involving the intermingling of racial groups to the end that they may be enabled more successfully to meet competition in the world about them.
- H. To serve as a community center in meeting the social and economic needs of the community.
- I. To teach, through actual demonstration, intelligent conservation of natural resources.
- J. To give students an understanding and appreciation of the cultural and economic contribution their own people have made to the Territory.

(The above are excerpts from BIM, revised)





The day schools which are located as far north as Barrow, as far south as Klukwan, as far east as Eagle and as far west as Atka have an approximate enrollment of 3,700 elementary pupils.

In size the schools are as follows:

<u>No. of Schools</u>		<u>No. of Teachers</u>
49	with	1
24		2
2		3
1		4
1		5
1		6
1		9

The enclosed map shows location and other pertinent information concerning all B.I.A. Schools; location of the 23 Johnson-O'Malley schools and the independent schools which are now under territorial or local supervision but are receiving supporting funds from the Bureau of Indian Affairs.





#### D. BUREAU OF INDIAN AFFAIRS SCHOOL CURRICULUM

It shall be the purpose of Bureau of Indian Affairs schools to achieve the same basic educational objectives as those of the State or Territorial curricula for public schools in the several States within which they operate. As recognized in these State courses of study, specific programs must be suited to the needs of each particular Area and should be developed by the school personnel of that Area in the light of the general principles set forth in the State or Territorial Course of Study and in this Manual. Specific objectives which must be met at various levels of instruction are those which appear in the Minimum Essential Goals for Indian schools issued by the Central Office. In addition to required goals, approximately half of the school time may be devoted to suggested areas of enrichment to be determined in light of local needs. In view of the fact Native children in many Areas enter school unable to speak the English language, it will frequently be found that these Minimum Essential Goals differ in grade placement and in sequence of topics from those suggested in public school courses of study in order to meet this problem adequately. However, it will also be found that the minimum outline of the State courses are equaled and in some cases exceeded by these outlines for Federal school work. In view of the fact that considerable emphasis must be placed upon problems of social adaptation and cultural assimilation as well as mastery of the English language, it will be seen that the

sole use of the typical public school curriculum prepared for English-speaking, culturally-adapted white children will not adequately meet the needs of many Native children and must be adjusted accordingly.

#### USE OF ENGLISH AND NATIVE LANGUAGES

It is self-evident that the first step in any program of instruction must be to develop in the children the ability to speak, understand, and think in the English language. Every effort shall be made to provide activities and other forms of encouragement for children to use English in their daily association in the classrooms, and on the playgrounds. However, as language expression essential to the development of thought, the use of native languages by the children may not be forbidden. In fact, it has been determined experimentally that the use of teacher-interpreters where needed to clarify English meaning in the early grades greatly speeds up the acquisition of English.

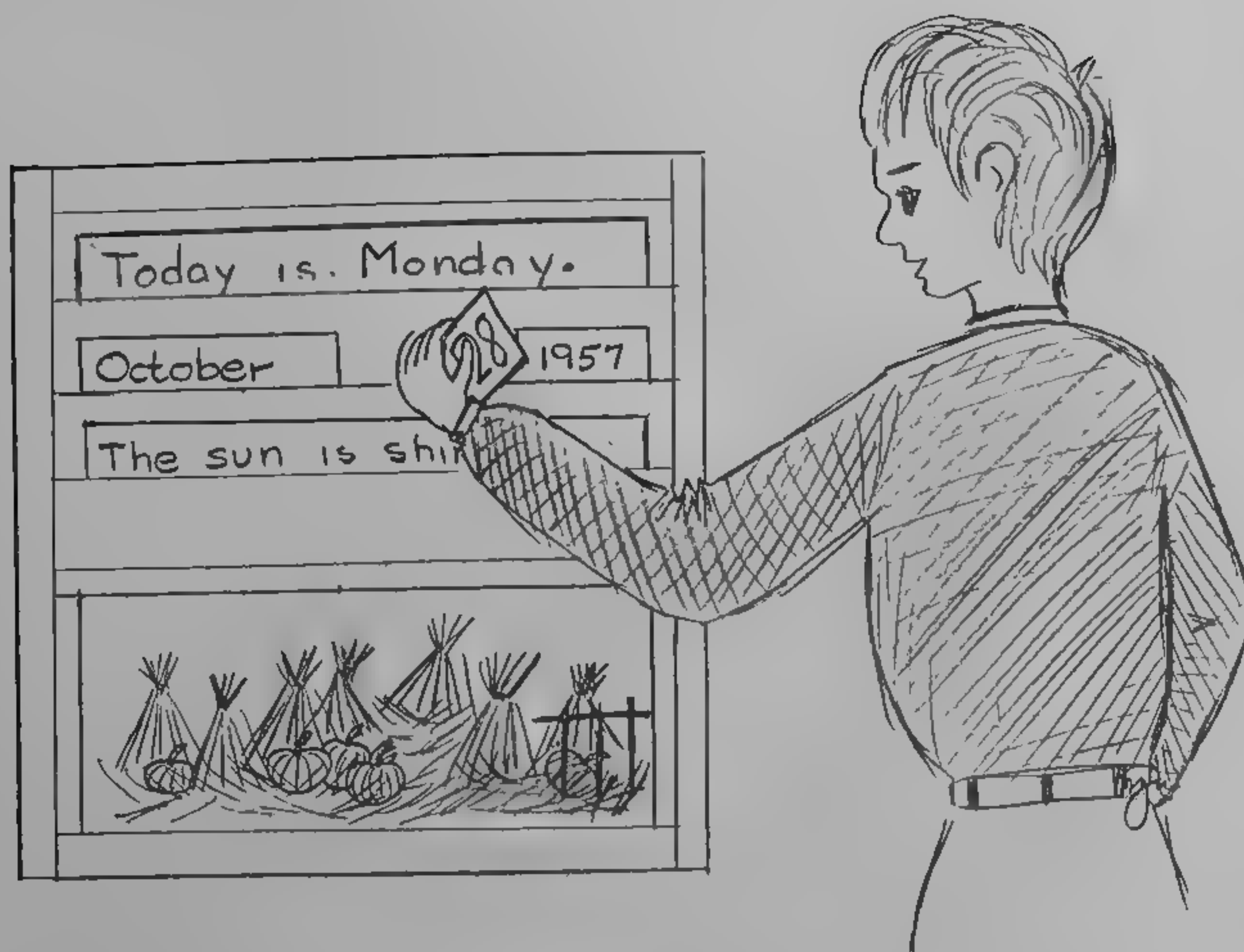
#### READING

Ability to speak and understand a language must precede any effort to read it, and therefore, emphasis on books will in many Indian schools be delayed for at least a year. It should be recognized that talking and reading will both be promoted when the subject matter is related to the immediate environment and experiences of the children. Early reading, therefore, should be developed by the teacher around contributions from the children, which are related to their daily experiences.

#### HOME LIFE AS BASIS FOR INSTRUCTION

Care should be taken to select reading matter and textbooks covering various elementary subjects studied in which, so far as possible, the content bears some relationship to Native life. Instruction in health





should be directly related to community sanitation, to sanitation of the home, and to the actual health needs of the individual. Instruction in homemaking should be related to the problems with which the children and their parents are actually confronted in their own homes. Care should be taken that such instruction deals with actualities and their gradual improvement, rather than with standards which are impossible of achievement in view of the economic resources of the people affected.

#### TEACHING MATERIALS

Teachers should develop units of work suited to the needs of their children, select suitable text material from several books and omit unsuitable problems, topics or chapters. It is desirable that classrooms and schools be equipped with a wide variety of reading matter such as books, textbooks, periodicals, pamphlets and newspapers including visual aids which will make a direct contribution to needed learnings.

A. Books and Magazines. Books and magazines at schools are to be available to the students. Old copies of magazines may be cut up and used to

illustrate activities prepared by the children.

B. School Periodicals. The publication by boarding and day schools of mimeographed periodicals containing the work of the students is to be encouraged. The main purpose of such publications should be primarily to stimulate creative expression upon the part of the students and afford students the opportunity to write for their fellows and read what their associates have written. The editing of such publication should, therefore, be sponsored primarily as a student project in written English or social studies. There should be a minimum of adult contribution to such booklets and so far as possible the content should be original and not reprinted from other publications.

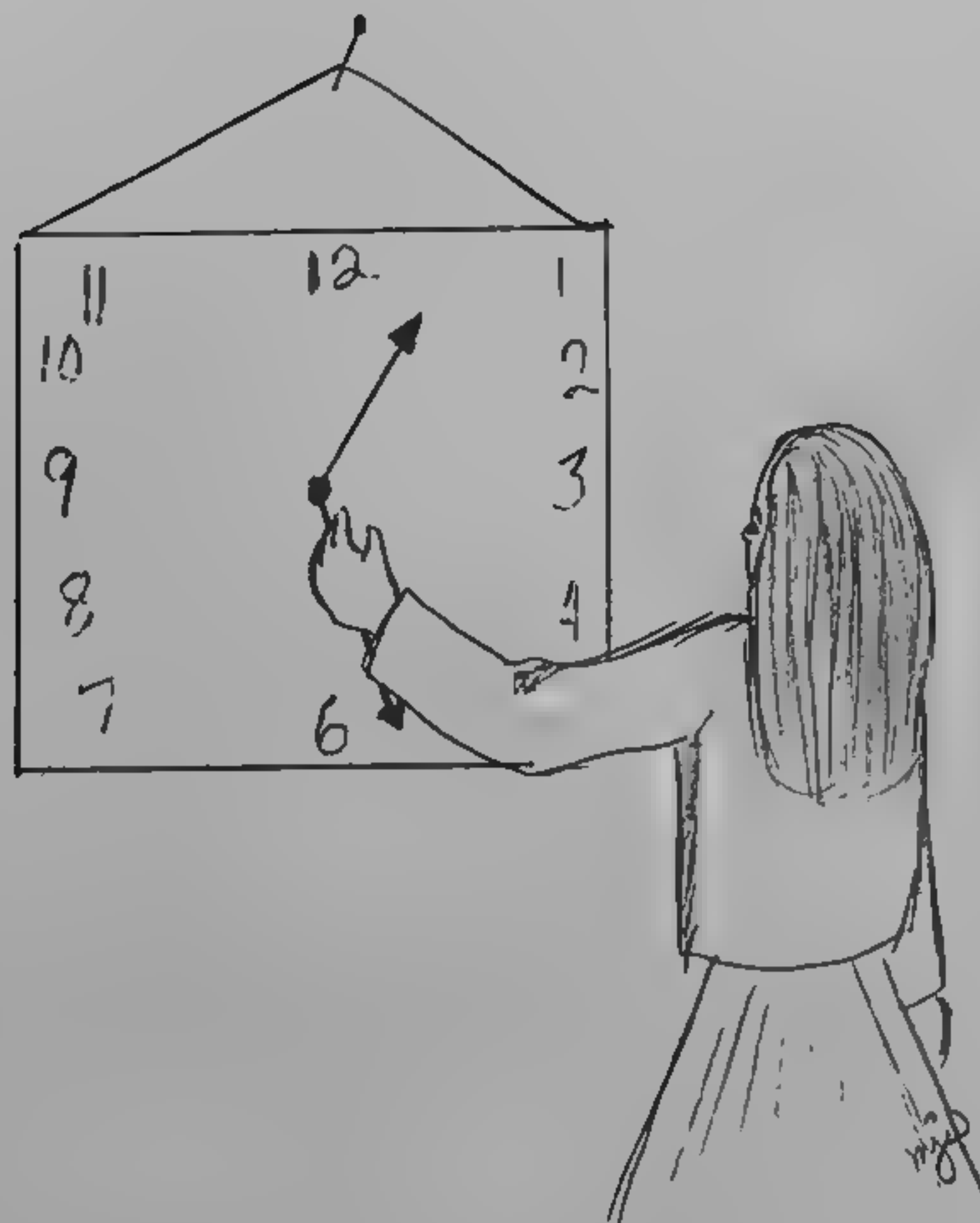
#### TEACHING AIDS

Effective teaching needs not only an abundant variety of good reading material, but up-to-date maps, globes, charts, well-selected phonograph records, pictures, stereoscopic materials and other visual aids. A careful listing of such material will be found in the Indian Service booklist. A reasonable sum out of each year's budget should be expended upon enrichment with such facilities.

#### SCHOOL LIBRARIES

Library corners should be a part of every day school classroom. Arrangements should be made for free circulation of reading matter among children, and in community schools, adults should be encouraged to make use of the books and magazines. To facilitate the use of the library, arrangements should be made to keep it open and accessible after school hours, or in the evening one or more days a week. While it is important that care be exercised to prevent loss or injury of books, regulations





should be reasonable and such as to encourage their use. The Indian Service booklist should be consulted for titles deemed desirable for inclusion in school libraries, but additional books not included in this list may be requested.

#### HUMANE TREATMENT OF ANIMALS

Opportunities shall be provided for developing experience in humane treatment of animals of a species common to the particular village.

#### INSTRUCTION AS TO THE EFFECTS OF ALCOHOL AND NARCOTICS

Instruction as to the effects of alcohol and narcotics in Indian schools is required by the Act of May 29, 1889 (24 Stat. 69) as follows:

"The nature of alcoholic drinks and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in all Indian schools and in the territories of the United States."

### E. CURRICULUM GUIDES

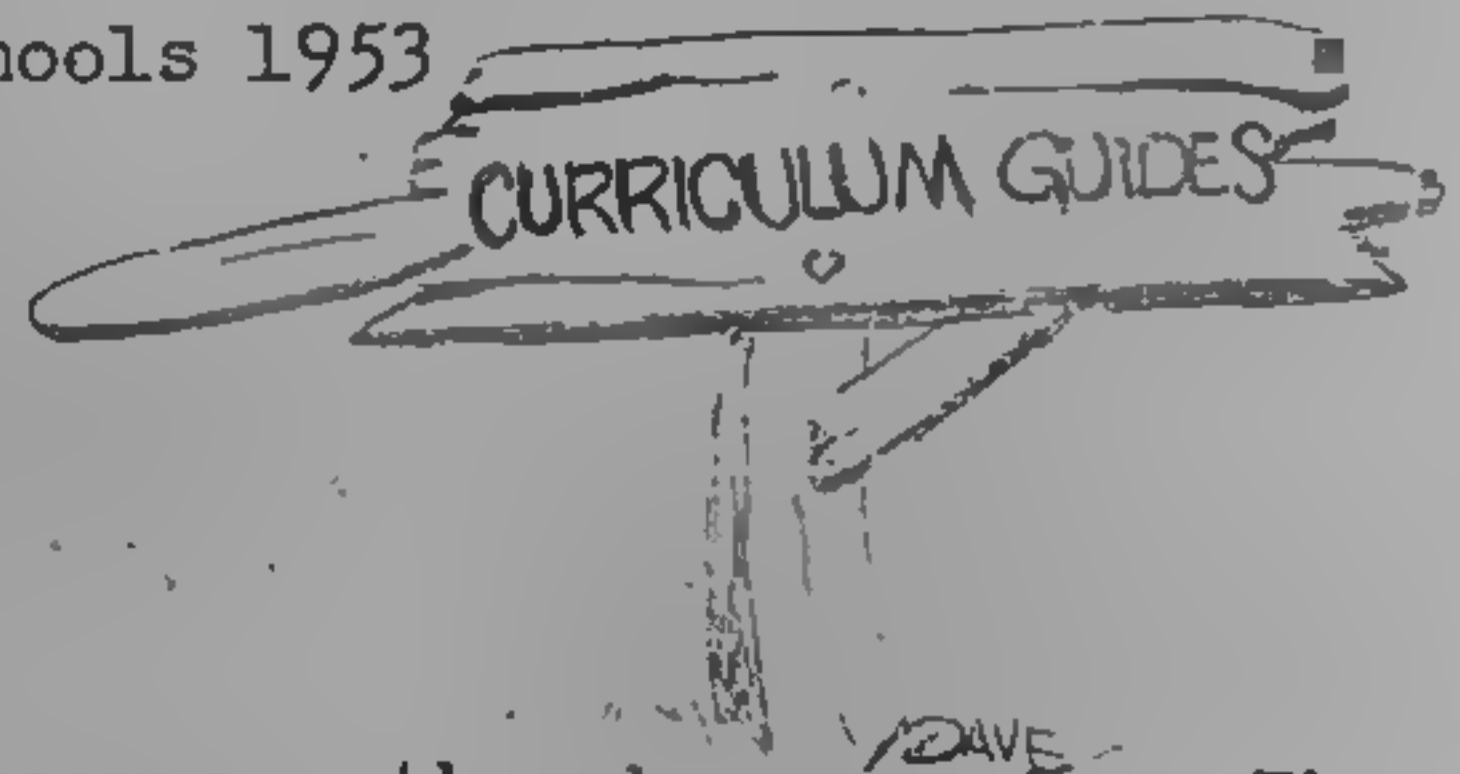
Since it is the purpose of Bureau of Indian Affairs Schools to meet state accreditation standards, and, at the same time, offer a specialized program to meet special needs, two sets of curriculum guides are used by Bureau teachers. The course of study currently used in the particular state in which the Bureau school is located and the curriculum guides developed by Indian Service teachers for Bureau of Indian Affairs schools should be in each teacher's desk for constant reference.

Your station should have the Elementary Course of Study Series published by the Territory and consisting of:

Bulletin 1 -- Primary Grades 1954  
Bulletin 2 -- Intermediate Grades  
Bulletin 3 -- Upper Grades

and Minimum Essential Goals For Indian Schools 1953

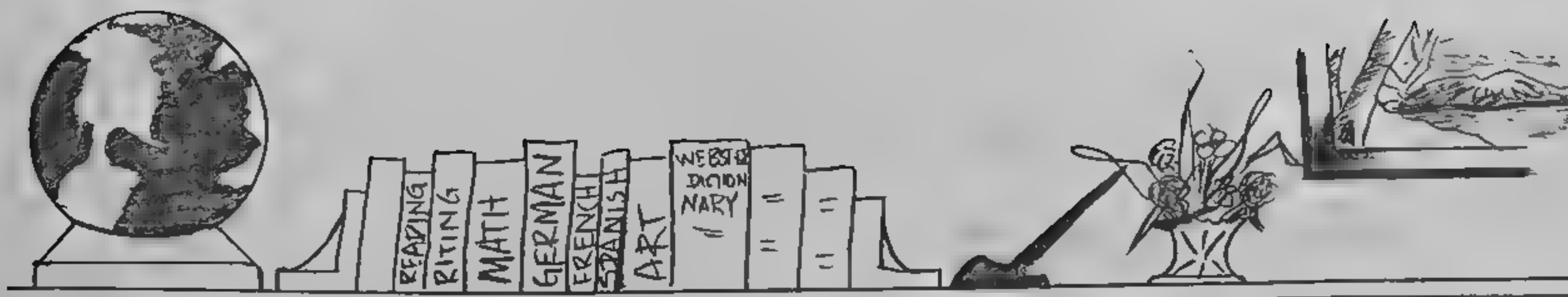
1. Beginner Levels, One and Two
2. Levels Three and Four
3. Levels Five and Six
4. Level Seven
5. Level Eight



Achievement charts for each level accompany the above series. These serve as invaluable guides for both teacher and pupil. As is indicated in the Introduction found in each volume of Minimum Essential Goals, the teacher is expected to adapt the presented plan for learning to meet the needs of the local community, being sure to provide for mastery of basic skills at each level.

If you find any of these bulletins missing from your files please notify the Area Office immediately and you will be supplied with copies as soon as possible.





## F. FACTORS IN CURRICULUM ADJUSTMENTS

### I. Cultural Traits of Native Children Which May Affect Classroom Situation

#### Native children:

Are taught by parents to speak in low tones which are often inaudible when reciting in classroom.

Teachers should strive to show them that while this is a very commendable custom in social situations, in the classroom where we wish to be heard by many people, it is better to speak in tones easily understood by the whole group.

Will seldom indicate they do not understand concepts being presented or even direct instructions.

Their silence often deceives the inexperienced teacher. It is well to check understanding through 'telling back' or demonstration.

#### Seldom volunteer information.

A direct question is required to elicit a definite response. It is well for the teacher to understand that a question formed in the negative will invariably be answered by "Yes".

Strive to keep all members of their group on the same level.

Group praise, when deserved, is effective in encouraging better work. Praise of an individual is best used very discreetly, as it tends to make the student an object of bitter jealousy.

Are reluctant to assume leadership.

Prominence invites disparagement from other students.

Have no sense of time.

May appear at school at 6:00 A.M. or 10:00. When temperatures drop below zero the tardy child is often telling the truth

when he says "Clock stop." Frozen oil probably clogged it. At 8:30 or one half hour before school time, a warning bell rung long and loudly is helpful to those within hearing distance.

Place great importance upon "Saving face."

Reference has been made to this characteristic in another part of this handbook. The wise teacher administers discipline in private and avoids open conflict with student.

Are not, as a rule, disciplined at home.

Are very 'heedless' in school but seldom willfully disobedient.

They respect a firm teacher. A teacher who displays frequent irritation suffers a loss of face with them.

Like simple, uncomplicated games.

Those which require quick oral responses in English are often too difficult for a bilingual child as he first translates mentally in his own language then into English.

Are easily discouraged.

It is important that learnings be sequential and within his ability to achieve. Too many concepts presented at one time are very confusing to the bilingual child.

Are highly sensitive to group opinion.

The wise teacher capitalizes upon this characteristic in establishing and maintaining discipline.

## II. Overageness

The Native pupil is almost always one year older than the non-Native pupil at the same achievement level for the reason that the Native child spends his beginning year in school learning to speak and understand English. According to the compiled results of a testing program of several years' duration which was carried out in Federal, private and public schools in the States, the Native learner achieves at about the same rate as the non-Native learner until the fifth grade. At this point the Native learner begins to show a lag which increases with each grade until he may be



one and a half or two years behind the non-Native eighth grader. Educationists believe this is largely due to the abstract character of the learnings at upper grade levels. Learnings at primary levels are more concrete and more easily presented through dramatizations, auditory visual aids, etc.; too, the older pupil is more often kept at home to assist the family.

It is felt that if we concentrate on making abstract words and abstract concepts more meaningful through dramatizations and through the use of many visual aids this lag can be shortened.

### III. GROUPING

Ability and achievement levels among Native pupils do not correspond to age levels as closely as among non-Native pupils. New teachers sometimes make ludicrous mistakes in grouping, for this reason it is important that the Cumulative Record Folders for each child be studied, if possible before school opens. These folders should be in the school files.

Within these folders you should also find individual achievement tests results. In some cases the testing data will be missing. Perhaps the tests were not available to the teacher, perhaps the child was absent at the time the tests were given. (When school opens you may find you have several children who have moved from another community. If you find they plan to become permanent pupils in your class, you should request their records be sent from their former school.)

In the absence of adequate records the uninitiated teacher sometimes falls into error either by:

overestimating the academic level of the pupils on the basis of the number of years they have been enrolled in school, or by:

underestimating the innate ability because of the  
characteristic shyness of Native pupils.

It is wise to reserve judgment until the children can demonstrate by actual performance their mastery of previously presented learnings. Following this exploratory period, tentative groupings can be made for a period of remedial teaching which most teachers find should last about six weeks.

In addition to basic skills, this review work should be heavily larded with oral language learnings of the everyday garden variety needed in the school and community. Children who speak the Native language at home forget during the summer much of the English previously learned.



## G. THE IMPORTANCE OF ACADEMIC LEARNING FOR NATIVE CHILDREN

You will hear many pros and cons concerning this subject. There are still some people who believe education for Native children should be confined to a rudimentary knowledge of the three R's on the grounds that a hunting and fishing people need no further knowledge. This might be true if it were possible for the Native peoples of Alaska to continue indefinitely to live off the natural resources of the country. Indications are that an increasing population is depleting the resources and it is imperative that our Native children be equipped to earn a livelihood as professional, skilled or semi-skilled workers. As you will see, after a short period of observation, a Native village offers little or no opportunity for employment, so the Native must be prepared to compete in the labor markets of urban centers.

The first step in this direction is sound elementary schooling. As elementary teachers, we should be satisfied with nothing less than eighth grade graduation for those children in our school who are capable of mastering the necessary learnings to achieve this goal.

Graduates should never be pressured into leaving their villages to enroll in Mt. Edgecumbe, or any other high school but they should be made to understand the importance of further training and the teacher should see to it that the students have every opportunity to learn of the educational advantages they can have for the asking.





## H. MOVIES AND VISUAL AIDS

A library of visual aids is maintained at each Field Office. These are available to teachers upon request. For maximum benefit, each movie should be correlated with related subject matter being studied at the time of showing.

In many communities it has been customary to rent commercial movies from Anchorage distributors for purposes of community entertainment. Lacking other facilities, these movies are usually shown in the school building and therefore under the supervision of the teacher. An activity of this nature has certain values in adult education, if not overdone, but since an admission fee must be charged to cover rental costs there are certain regulations relative to the collection of money which must be observed. We suggest that before starting this project in the fall the new teacher write to this Office for permission and clarification.

Excellent health films may be obtained from the Alaska Department of Health. Consult your files for information contained in the catalogue Health Films. If you fail to find this catalogue write to:

Alaska Department of Health  
Division of Health Education  
Alaska Office Building  
Juneau, Alaska

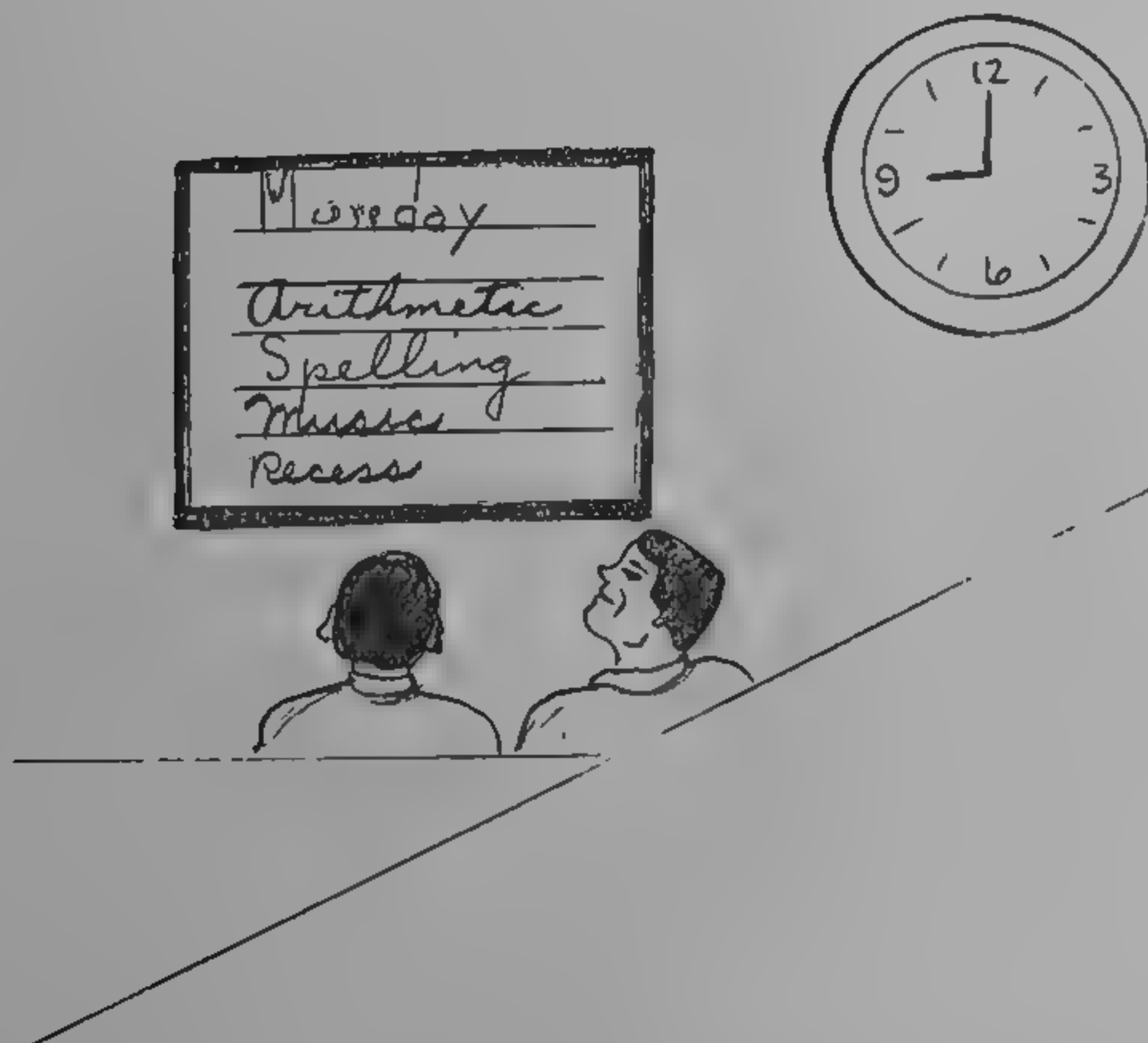


## I. SAMPLE DAILY PROGRAMS

These are suggested programs only. Teachers will wish to plan to meet the needs of the local situation.

The lunch hour may be scheduled within the time usually allotted to academic learnings, only if used as a vehicle for teaching. Otherwise the noon hour, or the time from 8:30 - 9:00 must be reserved for this activity.

DAILY SCHEDULES MUST BE POSTED IN EACH CLASSROOM



# I. SAMPLE PROGRAM FOR PRIMARY CLASSROOM

Time	Min.	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	10 20 60	Opening Exercises Sharing Experiences Language Arts - Phonics	Planning the Morning			
10:30-10:40	10	RECESS				
10:40 11:15	35	Language Arts Spelling and Penmanship				
11:15 12:00	45	Supervised Lunch and Suggested Correlated Learnings. Oral English Manners Health Concepts	Experience Reading Arithmetic and Numbers Good Housekeeping	Music Appreciation through recordings Citizenship		
12:00-1:00	60	NOON				
1:00	15	Stories & Poems	Choral Speech	Music Appreciation	Rhythms	Stories & Poems
1:15	10	Planning the Afternoon				
1:25 2:15	50	Language Arts and Social Studies	Correlated Learnings Science and Nature Study	Health and Safety	Social Studies	Art
2:15	10	RECESS				
2:25 2:50	25 10	Numbers and Arithmetic Daily Evaluation of Accomplishments				
3:00		DISMISSAL	55			



# 2. SAMPLE PROGRAM FOR ONE ROOM OR UPPER GRADE SITUATION

Time	Min.	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	10	Opening Exercises	Sharing Experiences and Planning for the Morning			
	10	Language Arts	Basic Reading - Phonics			
	70					
10:30-40	10	RECESS				
10:40 11:15	35	Language- Spelling- Writing	Language Arts			
11:15	45	Supervised Lunch and Correlated Learnings Menu Planning, Arithmetic, Oral English, Elementary Cooking Music Appreciation, Good Housekeeping, etc.			Health (Sanitation (Nutrition	
12:00-1:00		NOON				
1:00	15	Stories and Poems - Music Appreciation	- Choral Speech		Stories	Music
	5	Planning the Afternoon				
	60	Arithmetic				
2:20	10	RECESS				
2:30	50	Geography	Social Studies Geography	History	History	Art
3:20	30	Science	Science	Health and Safety	Health and Safety	
3:50	10	Evaluation and	Clean Up			
4:00		DISMISSAL		56		

1. We drink milk at school.

2. We drink milk every day.

3. We like milk.

4. It is very good for us.

Milk

Every boy and girl should drink a pint of milk a day.

Susan had two pints of milk.

John had 4 quarts of milk.

Jane had six pints of milk.

Who had the most milk?



#### J. THE 'HOT LUNCH PROGRAM

In recognition of the dietary needs of children, most of our schools provide a supplemental feeding program. In the fall, when food is plentiful, this often consists of milk, or juice and crackers, but the program varies from school to school, according to the needs and to available facilities. Practically all villages enjoy a season of plenty and suffer through a season of want. Usually, the alert teacher will notice signs of malnutrition (listlessness, loss of weight, susceptibility to skin ailments, etc.) becoming increasingly apparent in December and continuing on through the spring. During these months in most of our schools a hot dish and vitamins are added to the milk supplement.

This hot dish may consist of one of the following foods: cereal, cooked fruit, stew, soup, beans, a casserole dish, or canned meats and vegetables with bread or crackers.

Some teachers prefer to serve an 8:30 breakfast on the premise that the children show increased vigor throughout the day. Other teachers find it more convenient to serve a lunch.

In some villages the Mothers' club or P.T.A. are happy to assist with cooking and serving. In these situations the teacher has a fine opportunity to incorporate some adult education in the school program through the planning of menus, the teaching of proper handling and serving of food, etc. In other schools, the children take turns assisting, often in connection with 4-H programs. This is commendable as long as repetitious chores are not permitted to interfere with required academic learnings.

The lunch program is in itself the finest of teaching vehicles, and teachers are strongly urged to use it as such. Suggested correlated learnings are included in the sample daily schedule, but the inventive teacher will find the child can be motivated, through the enjoyment of eating, to master many other concepts.

The foods which have been requisitioned by your immediate predecessor will determine the character of your hot lunch program for the first year at your station. If you find the food on hand inadequate to meet the estimated needs, consult with your Area Representative.

In the very near future an Educational Specialist (Home Economics) is joining the staff of the Area Office. She will lend technical assistance to teachers in planning and administering the nutrition program.



## K. SCHOOL RECORDS WHICH SHOULD BE KEPT CURRENT:

Plan Book  
School Register  
Cumulative Folders  
Permanent School Census Cards

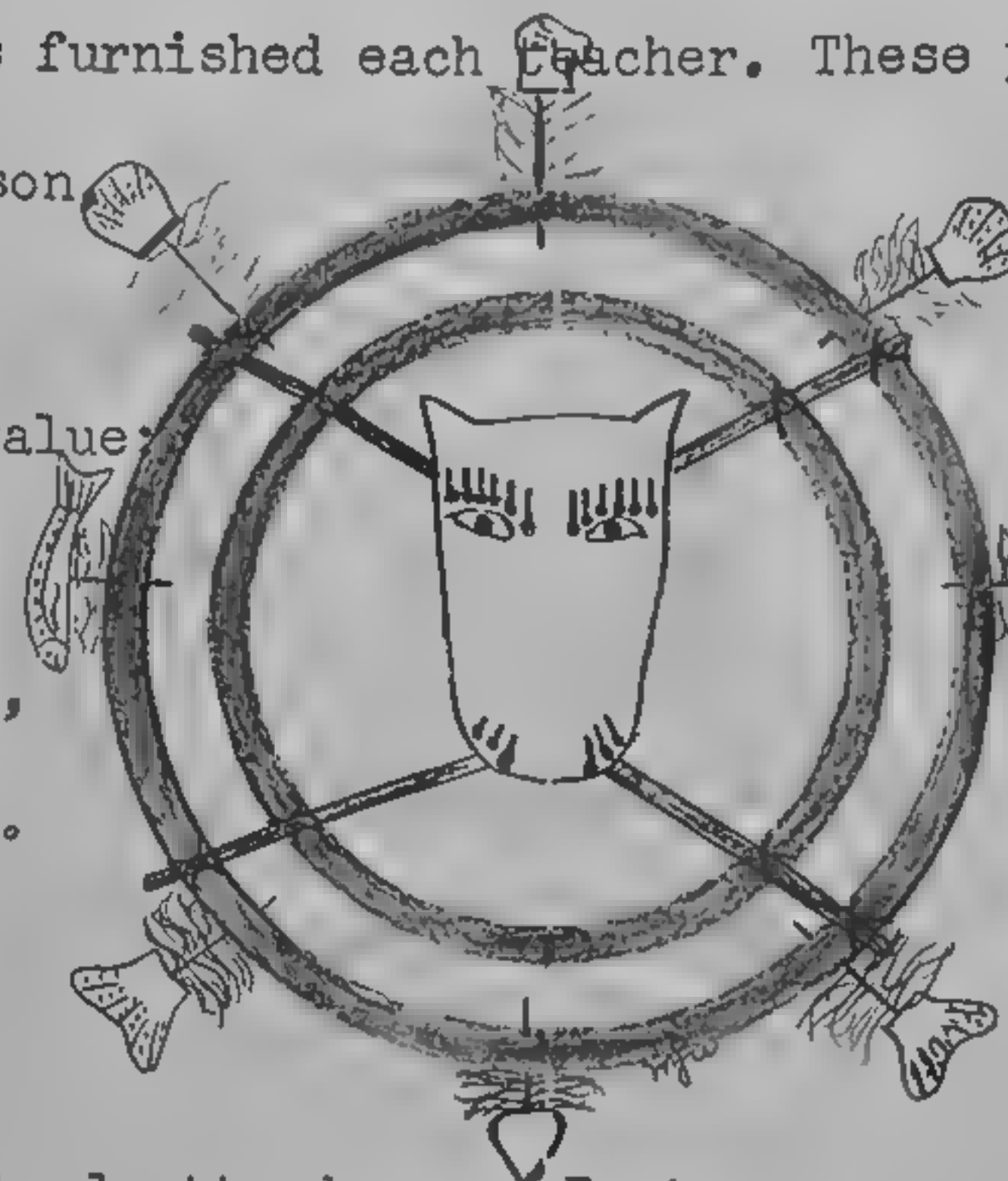
For pupil and teacher information there should be on display in each classroom:

A pupil weight chart  
Daily schedule  
Calendar  
Small flag

### Planning:

A plan book is furnished each teacher. These plans should show the goals for each lesson, methods in brief and page assignments. Remember, lesson plans have a three-fold value: As a reminder to the teacher, as a guide when planning the next year's program, and as a guide to a replacement teacher.

The cumulative folder is the permanent record of the pupil's academic achievements and school attendance. In importance it rates next to a birth certificate. Its value will be greatly increased by the careful recording of signed, dated anecdotal comments, dates, achievement testing data, physical handicaps, family history, religious affiliation, other schools attended, annual grades, records of immunizations and medical history.



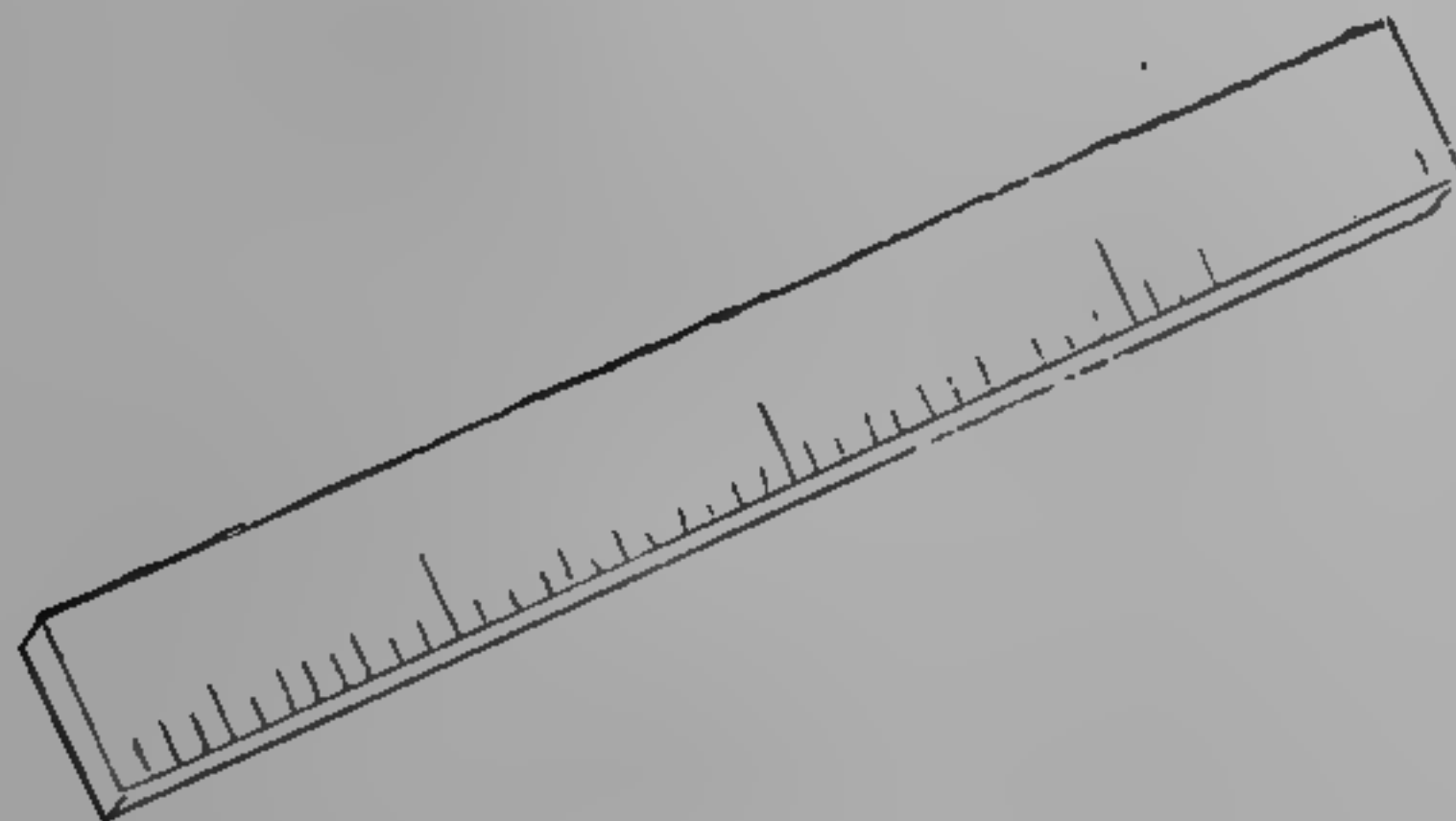
## L. STANDARDS OF PERFORMANCE BY CLASSROOM TEACHERS

Upon arriving at your station you should be in possession of your position description, and that of any other employees under your supervision. This "job sheet" should be carefully read so that you understand the ramifications of your duties and will know what is expected of you.

Performance of your duty is evaluated once annually by an administrative officer. For your information we are appending a detailed treatment of standards of performance. This will serve to advise you what supervisors are looking for when they visit your station and will assist you to gauge your own efforts on a professional basis.

NOTE: There is a probationary period of one year for new employees, after which, provided the work performance is satisfactory, status becomes permanent. Each year's performance is evaluated and must reach a satisfactory standard for retention.

\* \* \* \* \*



## STANDARDS OF PERFORMANCE FOR CLASSROOM TEACHERS

<u>TASK</u>	<u>STANDARDS</u>
1. Organizes class into groups according to pupils' accomplishments and abilities regardless of group level.	<ol style="list-style-type: none"><li>1. Within one week after school begins has tentative working groups.</li><li>2. By end of six weeks period class should be organized into groups and working effectively.</li><li>3. Reviews organization at least once a month and makes adjustments as necessary.</li><li>4. Utilizes (effectively) all available resources in determining to what group a child belongs ---achievement tests, cumulative records, consultations with supervisors and past teachers.</li></ol>
2. Writes work plans	<ol style="list-style-type: none"><li>1. Prepares weekly plans with enough detail to enable a substitute to carry on work with a minimum of interruption.</li><li>2. Plans should be flexible enough to allow for immediate interests and needs of children.</li></ol>
3. Prepares materials to make teaching effective.	<ol style="list-style-type: none"><li>1. Before lesson or unit is taught--during planning stage--plans what materials are needed. Has materials on hand when lesson is presented.</li><li>2. Collects supplies, pictures, etc., prepares charts, previews films, etc., for use. Selects books, text and reference, to cover subject on different achievement levels.</li><li>3. This should be done in such a manner that at least all minimum essential goals for that level should be accomplished at end of year. Minimum essential chart will be one means of determining effectiveness of teaching.</li></ol>



4. Evaluates work of pupils.

Constant anecdotal records kept as incidents happen that give insight to pupils' development. Samples of individual pupil's work. Standardized tests, tape recordings, etc.

5. Maintains order in classroom.

1. For the larger percentage of the day, there is evidence of workshop atmosphere in room.
2. Work is planned by pupils and teacher.
3. Behavior and work standard are set by pupil and teacher using minimum essential goals as guidelines.

6. Maintains necessary school records.

4. Keeps reports current. These reports are kept in such a manner that information is easily interpreted and applied as necessary; accuracy, neatness, completeness, promptness in submitting reports.

7. Administers standardized and other approved tests.

Within the policies set for the testing program and in the manner prescribed by the administration. In order that test results may be as accurate as possible, directions given in testing manual must be strictly adhered to.

8. Cooperates with other members of staff to integrate teaching program with total school program.

Understands and generally practices planning and carrying out a total program for the children. Has an appreciation of other people, teachers, cooks, housekeepers, bus drivers, etc., aims, schedules, problems etc.

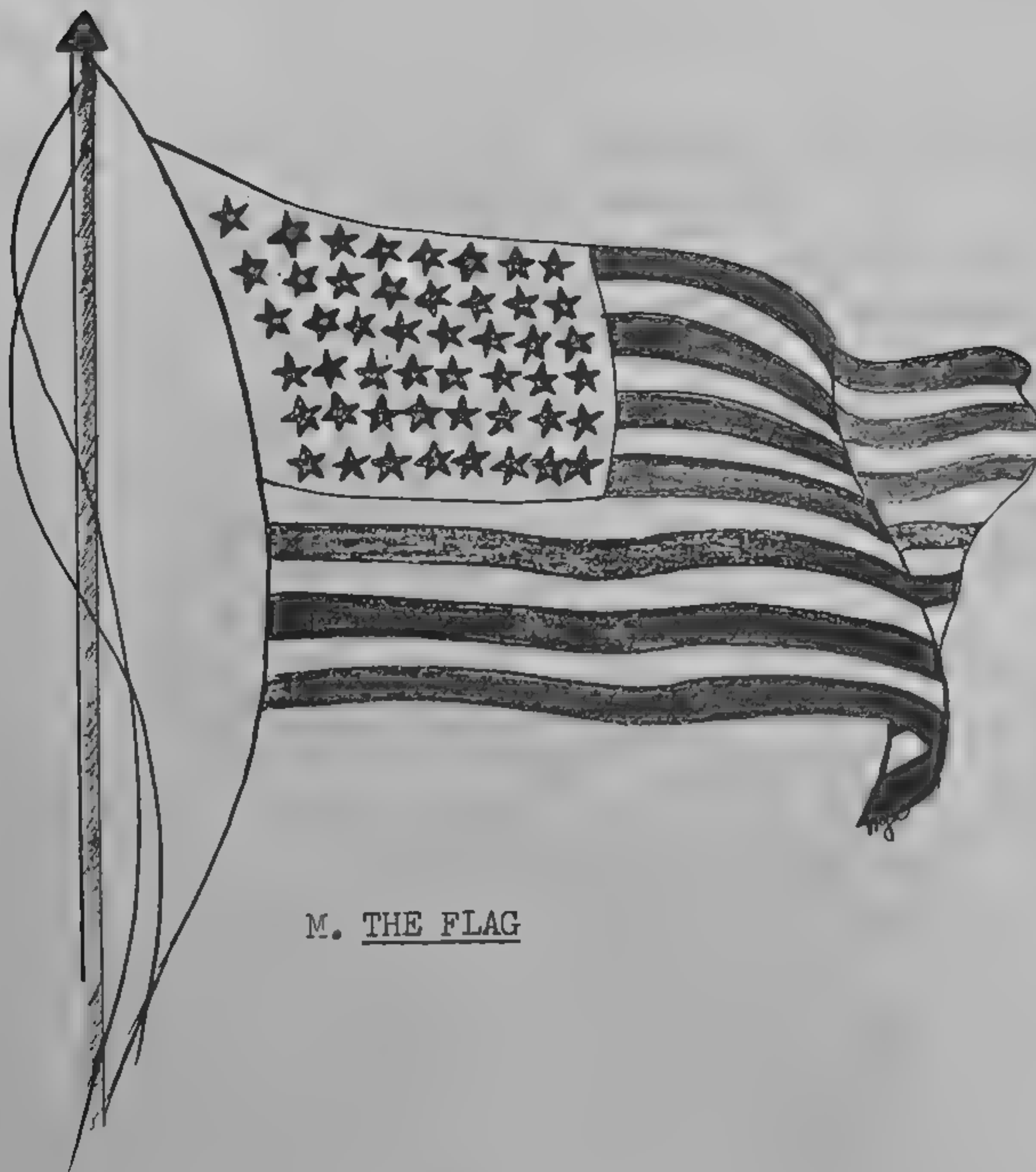
9. Sponsors extra curricular, activities.

Within the school program which may include some night or weekend activities, the teacher performs these duties in a manner that enriches children's program. This should be done in such a manner that it brings understanding of program to the general public. Shares special talents with children.

10. Participates and takes an active interest in community affairs.

As occasion demands and without neglecting classroom teaching, cooperates with community in community activities such as P.T.A. youth and adult recreational programs, Red Cross drives, etc. This should be done in such a way that mutual understanding is achieved and school and community benefited.





M. THE FLAG

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands; one Nation, under God, indivisible, with liberty and justice for all."

It is required that a flagstaff be located at each B.I.A. school. In suitable weather the flag must be raised each morning and taken down at sunset.

A flag that is tattered and worn should be burned. If there is none at the station to replace it, the Area Field Office should be informed. The flag salute and flag courtesy should be taught.



## N. GRADUATION EXERCISES

Appreciation for achievement should be shown through simple graduation exercises even though there may be only one eighth grade graduate. Dramatizing the importance of learning encourages village support of the school program and increased effort on the part of younger children.



GENERAL INFORMATION



## A. NEW ENVIRONMENT

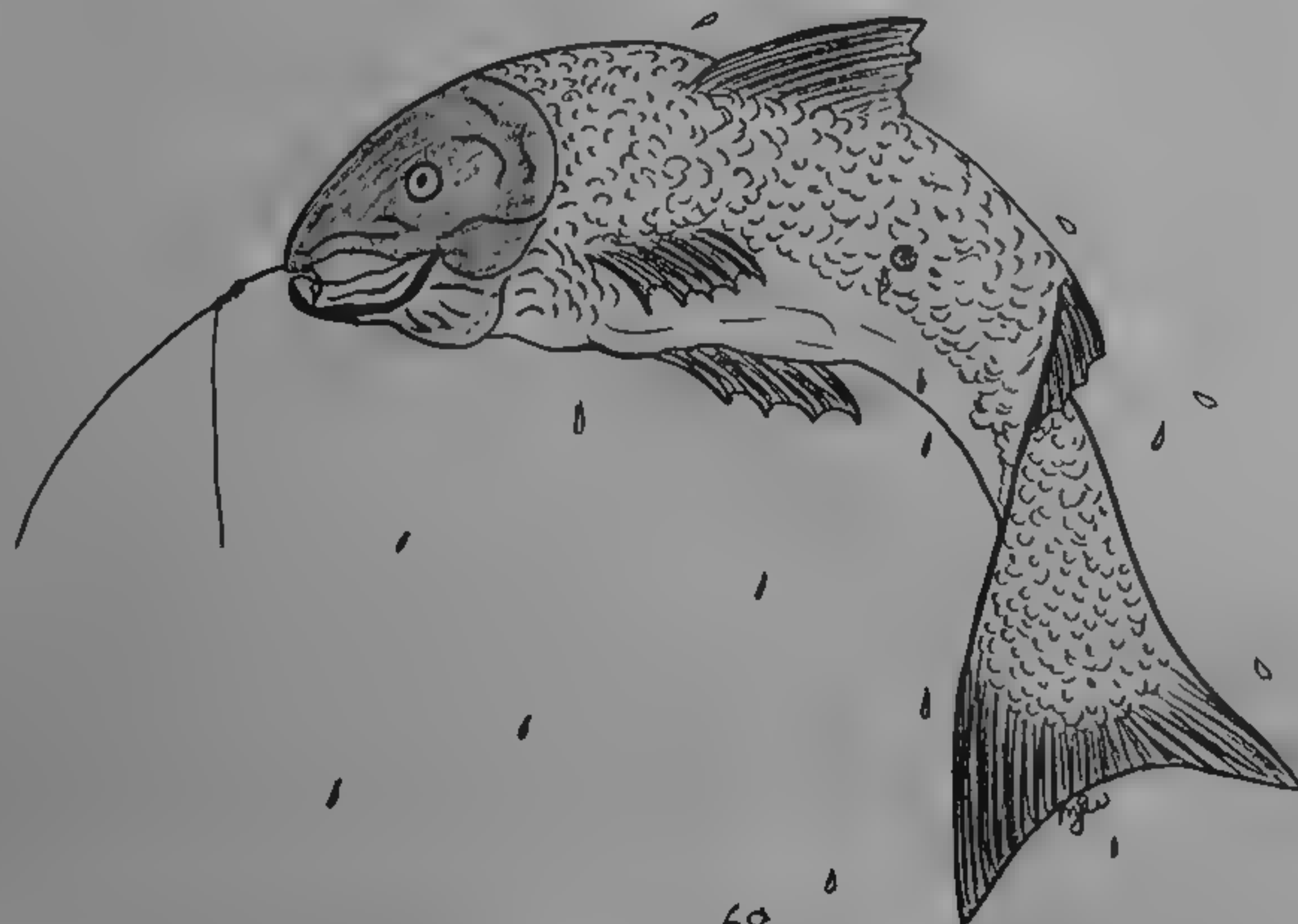
Adjustment to this new employment also entails adjustment to a new climate. The Arctic temperatures may at first seem to be no more severe than those found in the mountain states or northern states, but in point of fact the steady cold seems to become of another nature in Alaska. Possibly this is because it is combined with many weeks of almost darkness. Again, maybe the fact that there is no steam heating to take off the bite of chill has something to do with it.

In any case, vanity has no place in the North. Clothes that will keep one warm and well are the only kind of clothes to wear. Most teachers find it the part of wisdom to don warm underpinnings as the sun and mercury start to dip. Woolen hose, sweaters, wool slacks are all good investments. Wool caps when going outdoors, skin gloves with wool mitts, fleece-lined shoes or mukluks to keep feet warm, all these will contribute to health for teacher and pupil. It should be remembered the children should not become overheated and then run outdoors for recess in that condition. The Arctic people are very susceptible to colds anyway, and it is the responsibility of the teacher to dress warmly enough so that his health and that of the children are of paramount concern. If there is not a ventilator in your classroom, arrange to have one installed and then use it.

In this rigorous climate health, as has been said, is of primary importance. Be sure to allow for adequate sleep, so that your system does not become run down. A balanced diet should be worked at and three well-prepared meals a day are a necessity.



Recreation is certainly a part of mental and physical health and should be planned for. The new factors in outdoor life, such as dogteams, parkas and mukluks, snowshoes and skis, will activate your curiosity. You will soon find that people in the North derive a large amount of their enjoyment from visiting with the other people up here. The arts of conversation are practiced, and reading for pleasure is rather more usual than in the States. The news magazines are carefully followed; some people make the discovery that Alaskans are very well-informed about an amazingly large number of things. Wonderfully stimulating evenings of good talk are frequent. A good deal of passable music is played by some devoted amateurs. Most of the entertainment will have to come from yourself: you are your own best company. Don't expect to be entertained. It is an active verb North of 54.

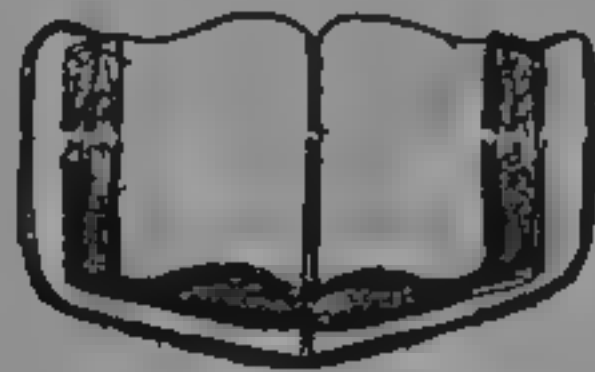


## B. RELIGIOUS ACTIVITIES

Teachers are people of strong moral character and they very often wish to continue their regular church attendance. They may of course attend the church of their choice and may participate in religious activities during their free time.

However, as Government employees, they may not express opinions concerning religious matters in the classroom or use Government time to engage in religious activities. Children may not be excused from regular school attendance to participate in religious activities. Nor may the teacher engage in any religious activities that may be construed in any manner as being of a proselytizing nature.

This whole matter is treated completely in the Field Manual, to which you are now referred and exhorted to read at your early convenience: Part II, Chapter 8, section 805. Be sure to get clearly in mind under what circumstances religious instruction is carried on and what provisions are made in Government regulations. By close observation of these regulations any opportunity for misinterpreting your activities will be eliminated.



### C. OFFICE PROCEDURE

Either the teacher or the general assistant will have some business with the Area Field Office. Approach this task on a business-like basis. Set aside space somewhere for a business unit and keep desk and files for that purpose.

There are so many things that you are advised to do "at the earliest possible moment", but reading your files will have to be added to that lengthening list. Old hands in the service get to that chore as soon as possible, since it acquaints them with the village people and their problems, as well as informs them what previous teachers have done to meet these problems and what course will seem advisable to you. Be sure to preserve all files carefully; they are sacred! Keep your files in good order and up-to-date. If you haven't had any previous filing experience, be careful

not to disarrange the present files, since they are set up according to regulations. After you have become acquainted with that procedure, possibly you can improve the condition of your station files, but by all means do so with caution.

There are a few simple procedures and regulations to be observed in writing letters concerning any phase of the school or community program.

1. All correspondence concerning official matters which can be handled by your Area Field Representative should be directed to him with a copy to the Juneau Office and a copy for your files.  
  
BE SURE TO KEEP STATION COPIES OF ALL CORRESPONDENCE.



2. Correspondence concerning official matters which you think should be taken up directly with the Juneau Office may be sent to:

Area Director

Bureau of Indian Affairs

Attention: EDUCATION

Box 1751

Juneau, Alaska

Send a copy to the Area Field Representative, and retain a copy in your files. (You will become very used to two or three or even four carbons with each communication. NEVER send a letter without keeping a carbon copy.)

The "Attention: EDUCATION" is very important: without it your letter may not receive a prompt reply. The copy to the Area Field Representative is also important as it is to your advantage that he be kept advised of your problems and of action taken in regard to them.

NOTE: COPIES OF ALL OFFICIAL CORRESPONDENCE AND RECEIPTS OF MONETARY TRANSACTIONS MUST BE PLACED IN THE STATION FILES AND KEPT.

A word to the wise: Don't write letters when you are angry. Or, write them if you must, but DON'T SEND THEM. Letters from you are kept in your personnel file and are on display for posterity. If you have a difficulty, chew it over until you are familiar enough with it so that you are not in an emotional stew when you write. Keep your letters factual and calm in tone. Just remember the fact that it will become part of your own personnel file and act accordingly.

Study the Field Manual for procedure on property accounting (inventory), requisitioning, and official correspondence. Consult Part I (Budget and Finance), reading especially Chapters 2, 3 and 4. Notice in

Chapter 4 the procedure for reporting your own time on the time sheets provided.

Since there are a number of monthly and annual reports to be submitted, some teachers prefer to post the "CALENDAR OF REPORTS TO BE SUBMITTED BY FIELD STATIONS" on the wall over the business desk, so as to keep track of what has to be done.



NOTE: In correspondence with other branches of the Bureau of Indian Affairs, such as Resources, Welfare or Construction, send a copy of your correspondence to the Area Field Office but send your letter

directly to: Area Director, Bureau of Indian Affairs  
Box 1751  
Juneau, Alaska

Attention: EDUCATION

Do this on both the letter and the envelope, so that the Area Director of Schools will be aware of your problems. He will channel your letter to whatever branch it is addressed and thus will expedite your being answered. The same procedure is used when addressing correspondence to other Federal Government or Territorial agencies for transmittal.

A word of caution is extended here to those who direct correspondence expressing a personal opinion to some agency or publication or business concern. Any correspondence written on Government stationery and signed by you in your official capacity must be sent through the Juneau Office for transmittal. There have been cases where teachers have unwittingly brought severe criticism upon the Bureau through expressing a purely private opinion in the capacity of a Government Official.

\* \* \* \* \*







#### D. LIVING QUARTERS

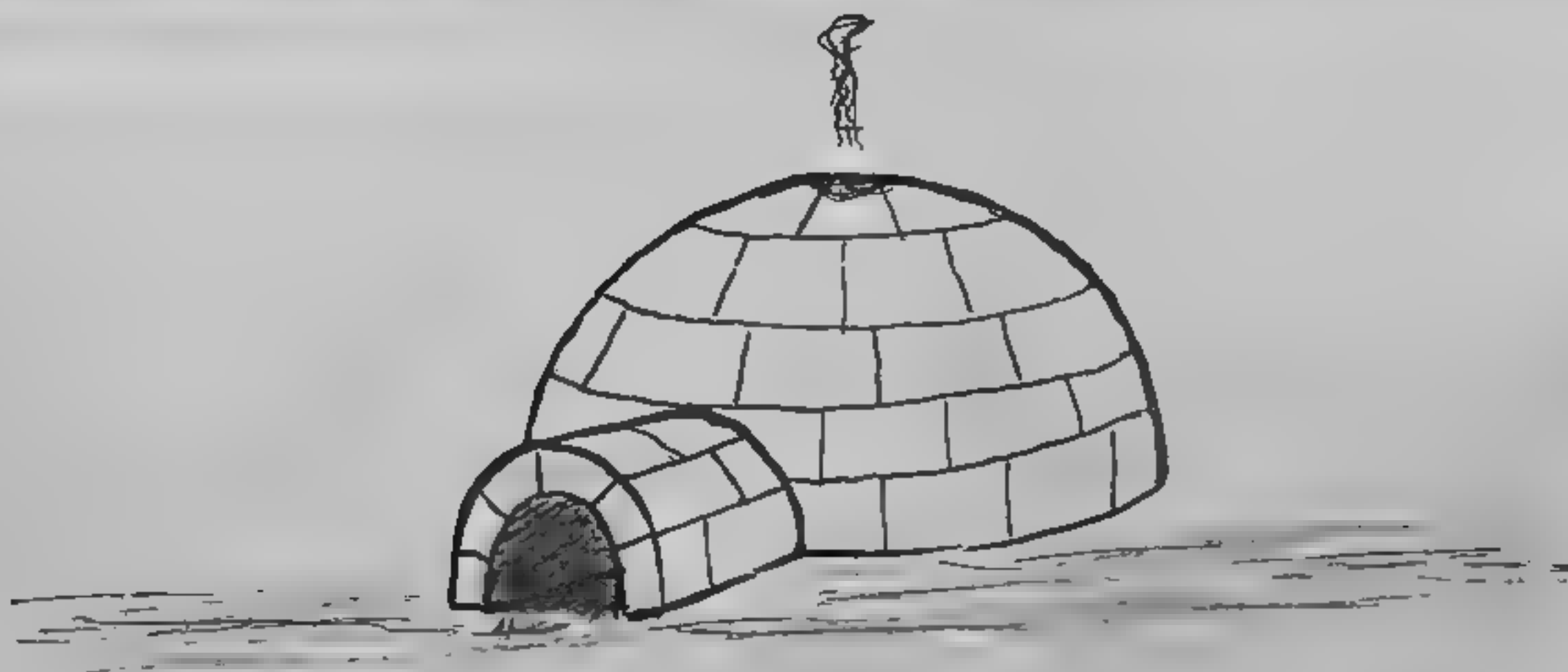
Living quarters are provided for teachers at great expense to the Government. The cost of shipping alone exceeds the original price of the furniture. The expense involved prohibits frequent replacement of major items. For this reason, if no other, it is important that living quarters be given reasonably good care. Upholstered furniture that is used for a jumping board by small children or a claw sharpener by pets can quickly become a depressing sight.

Whether justly or unjustly, we are judged to a degree as teachers and community leaders by the physical environment we create for ourselves. It is to our professional, as well as personal, advantage to maintain good housekeeping routine throughout the station.

### E. GUESTS

Commercial accommodations for travellers being non-existent, in most villages, the teacher often finds Federal, Territorial and military personnel on his door step begging for lodging. Since the teacher's home is his castle, he is under no professional obligation to house visitors. It is recognized by this office that the heavy work schedule of a teacher renders hospitality a burden rather than the pleasure it often would be under less pressing circumstances. In some instances teachers have been asked to house persons on research or hunting projects for long, protracted visits. It is felt the added work of caring for a guest is too burdensome, and while teachers are free to make their own decisions in such matters, this office would urge them in the event they are contacted by such prospective visitors to advise renting a house in the village.

Unaccustomed as they are to taking in boarders, teachers sometimes refuse to accept remuneration from short term guests. But in view of the high cost of food in isolated areas and the increasing frequency of visitations, this office has set up a suggested schedule of payments and teachers are urged to charge accordingly. If this schedule is not in the station files it is available at the Area Field Office.



#### F. TYPES OF SCHOOLS

The Alaskan school system of the Bureau of Indian Affairs presently consists of:

One vocational high school, boarding, at Mt. Edgecumbe, Alaska.

One elementary boarding school at Wrangell, Alaska.

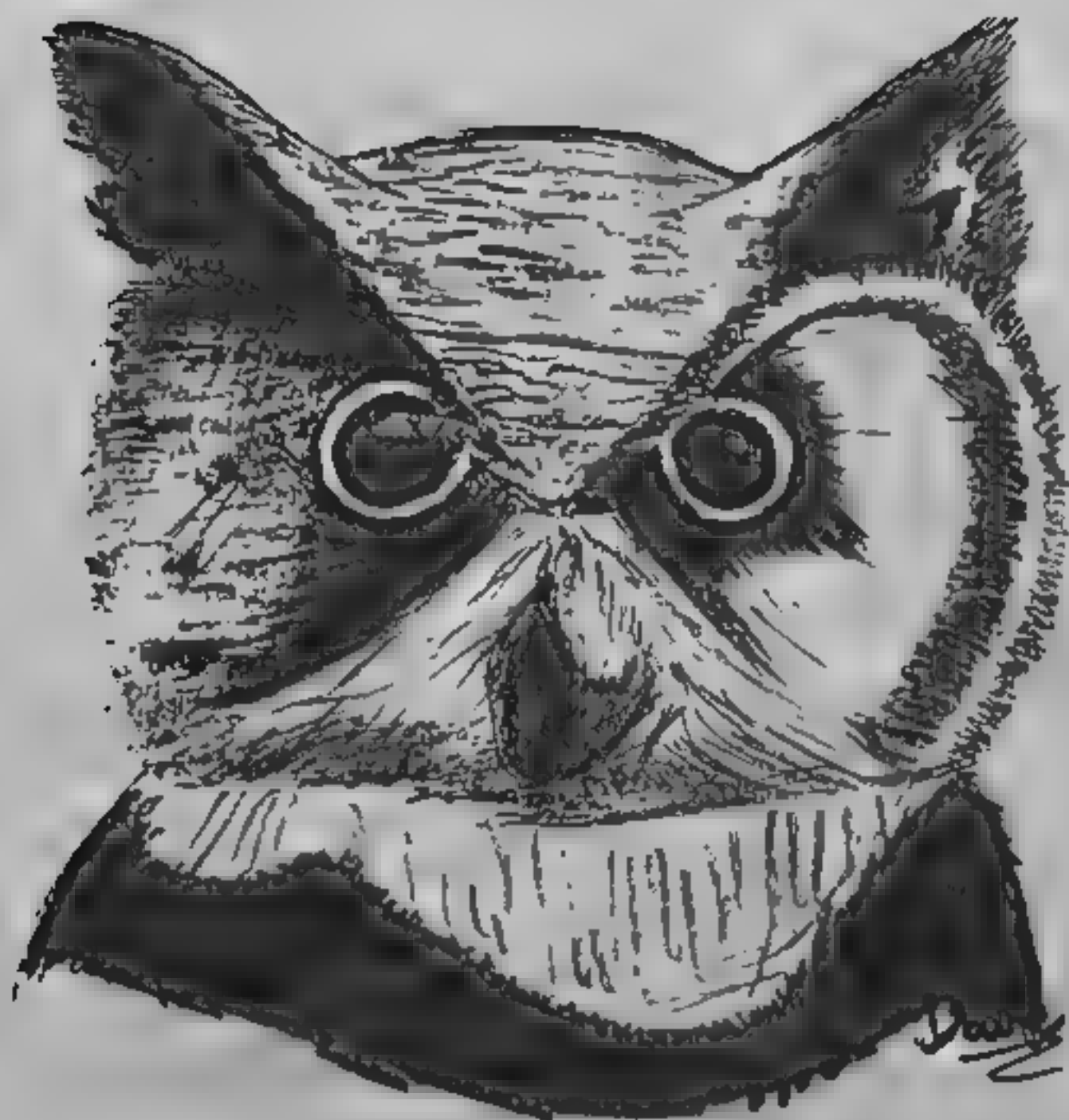
Eighty elementary day schools.

Mt. Edgecumbe enrolls approximately 650 students from all regions of the Territory. To be eligible for enrollment a student must have completed the eighth grade and be a resident of a community where no high school facilities are available.

Mt. Edgecumbe offers a fully accredited high school course or a combination of high school and vocational training, whichever the student elects. Vocational training includes a wide variety of courses from business training, airframe and airplane mechanics, carpentry, mill and cabinet work, machine shop and welding, gas and diesel mechanics, cooking, baking, dental laboratory, to practical nursing training. The main objective is to provide vocational training which will qualify students for gainful employment.

Wrangell Institute is maintained for the benefit of children from remote areas of Alaska where no elementary school facilities are presently available. Currently 250 children are enrolled at this school.





#### G. IN-SERVICE TRAINING

In line with modern administrative policies the Bureau of Indian Affairs provides in-service training of various types for the benefit of all personnel. It is recognized that continued training is particularly important to an organization as widely dispersed geographically as is ours, and engaged in work of such importance to so many people.

Accordingly, a number of conferences, and workshops for certain groups of education personnel have been held during the past few years. They have included:

An annual principals' conference in Juneau

A biennial instructional-aid conference in Bethel

A workshop for principal-teachers at Mt. Edgecumbe

An annual administrators conference at Intermountain, Utah

An educational specialist workshop at Albuquerque

An adult education workshop at Tacoma in February with another scheduled for June of this year for participating teachers.

Distances, unavailability of housing, and budgetary limitations make workshop sessions for classroom teachers particularly difficult in Alaska,

but we are still hoping to arrange for one area-wide workshop session, or a number of district sessions in the not too distant future.

In the meantime, other types of in-service training are being provided in the form of professional books, bulletins and as frequent visitations from your area representatives and educational specialists as can be arranged.

Two professional bulletins which you may expect to receive regularly are:

Indian Education from the Central Office, Washington D. C. You will find it interesting and very helpful.

Highlights from Juneau Area Office; of this, we will let you be the judge.

The more helpful and pertinent service bulletins of current issue are sent to you as they become available. Professional books available upon request from this Office have been mentioned elsewhere in this handbook.

We strive to make in-service training for our teachers a continuing service.



## H. OTHER BUREAU OF INDIAN AFFAIRS ACTIVITIES

1. The NORTH STAR is a Bureau of Indian Affairs ship that transports freight from Seattle to outlying BIA stations on the North Coast. There is very limited passenger space. Information concerning the NORTH STAR may be obtained from your Area Field Office.

2. A pilot program for ADULT EDUCATION has been initiated at some stations and will be expanded as funds and personnel become available. The attached map shows the location of schools where the program is presently in progress.







## I. RELATIONSHIPS WITH OTHER GOVERNMENT AGENCIES

Most villages are visited periodically by a public health nurse, employed by the Alaska Department of Health as a field nurse. Village medical problems are referred to her, as are the special health problems of the school children.

The itinerant nurse will notify the teacher of her visit in advance whenever possible. The regular school day should be maintained but the classroom program could be rearranged to secure the maximum benefit for the pupils from the nurse's professional training.

The relationship between BIA teachers and the Department of Health field nurse should be based on mutual respect, both professionally and personally. The health of the village and the school children is dependent upon their close cooperation.

Visits may also be expected from X-ray teams, doctors, dentists, Arctic Research personnel who concern themselves with securing pure water and adequate water disposal, as well as occasional military people and scientists.

J. ASPECTS OF COMPARISON BETWEEN  
PUBLIC SCHOOL SERVICE AND BIA SERVICE

PUBLIC SCHOOL SERVICE

Hours: 8:30 A.M. - 4:00 P.M.

On Duty:

Nine months

Teacher pays own transportation to Alaska and return.

No employment for non-teaching spouse of teacher.

Teacher's contract: Must be renewed each year.

In most communities children speak English at home, consequently children enroll in first grade the first year of school.

B.I.A. SERVICE

8:00 A.M. - 5:00 P.M. (40-hour week)

This difference in hours is sometimes a shock to new teachers, accustomed as they are to the shorter working day of the public school, but all Federal workers are expected to observe the 40-hour week.

On Duty:

Twelve months - less stipulated annual and educational leave. This is sometimes shock number two, even though it has been read in the pre-employment literature. Again, it applies to all Federal workers.

Government pays transportation to Alaska and return after two years' service; also vacation transportation for teacher and family every two years.

Spouse can usually be employed as general assistant.

After satisfactorily completing the probationary period of one year, the teacher has permanent employment status, if a performance rating of "SATISFACTORY" is maintained.

In many communities little, or no English is spoken in the home; consequently children enroll in beginners' group the first year in school, for the purpose of learning English. In a few communities where English is spoken in the home, the beginners' group has been eliminated.

No community service is expected of the teacher.

School term:

180 days, including legal holidays.

Supervision and assistance are given to community services, such as medical, cooperative store, council, etc.

School term:

180 days, exclusive of legal holidays.





### K. RADIO

You will receive instructions concerning radio operation and procedure in your Area Field Office, but there are some things to be remembered before you start your regular broadcasting schedule. There is to be no discussion of personal problems over the air. The radio is for official business only. All people in the Arctic have radios and they listen in to station transmissions as a matter of course for entertainment and, if possible, any stray information the teachers may let drop.

As a matter of precaution, do not discuss business or personal matters over the air---mail is slower but confidential. In times past, there have been official complaints concerning the use some teachers made of the radio.



## L. HUNTING AND GAME LAWS

The Fish and Wildlife Service provides each station with its annual pamphlet concerning the regulations that are currently in effect regarding hunting and fishing. As a new resident of the Territory you are under certain restrictions which it will be necessary for you to know. The agents of the Fish and Wildlife Service are alert and ubiquitous: they travel by plane and helicopter and it is just as well not to try to hunt moose out of season. Infringements of the game laws are expensive and embarrassing.



## M. RECOMMENDED READING

After you have been at your station long enough to become acquainted with the characteristic struggle to keep ahead of the clock, you will wonder why this subject was touched upon at all. In February one teacher wrote that he had not had as much as fifteen minutes for reading since his arrival in September. Perhaps these recommendations are included for the guidance of your good intentions.

For easy reading and very helpful reference on philosophy, policy and procedures of Indian Education we suggest:

EDUCATION FOR ACTION - Willard W. Beatty

EDUCATION FOR CULTURAL CHANGE - Willard W. Beatty

For interesting background information on Alaska history and Native cultural patterns:

ALASKA NATIVES - Anderson and Eels

ARCTIC MOOD - Richards

DAYLIGHT MOON - Forrest

THE ESKIMO - Weyer

THE ESKIMO AND HIS REINDEER IN ALASKA - Andrews

FIFTY YEARS BELOW ZERO - Brower

MY LIFE WITH THE ESKIMOS - Stefansson

THE STATE OF ALASKA - Gruening

THE STORY OF ALASKA - Andrews

THE THLINGET INDIANS - Krause

For current monthly reading the ALASKA SPORTSMAN, a magazine devoted to Alaskan life of current and historical interest, is highly recommended.



For teaching techniques in specific areas of subject matter:

BETTER READERS FOR OUR TIMES - William S. Gray

TEACHING EVERY CHILD TO READ - Hester

TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL - Preston

TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL - Preston

MODERN SCIENCE TEACHING - Heiss, Osbourn, Hoffman.

There are, of course, Teacher's Guides which accompany the textbooks. In using these, you will find it necessary to adapt suggestions to fit your situation to a greater degree than the authors intended.

If you do not find these books in your station library, they are, with the exception of THE STATE OF ALASKA by Gruening, available upon request from the Juneau Area Office. The bulletin, "Library Books", which you will receive from the Office, lists many other books, pamphlets, and curriculum publications of various states, which we will gladly send you for reading between crises.

Bulletins which should be at your station from the Extension Service at the University of Alaska:

PREPARATION OF ALASKA FOOD PRODUCTS

ARCTIC LIVING

From the Area Office:

GUIDANCE

CURRICULUM ADAPTATIONS

INSTRUCTIONAL-AID SUMMER SESSION REPORT

REPORT OF THE MT. EDGE-CUMBE SUMMER SESSION OF 1956

From the Alaska Department of Health:

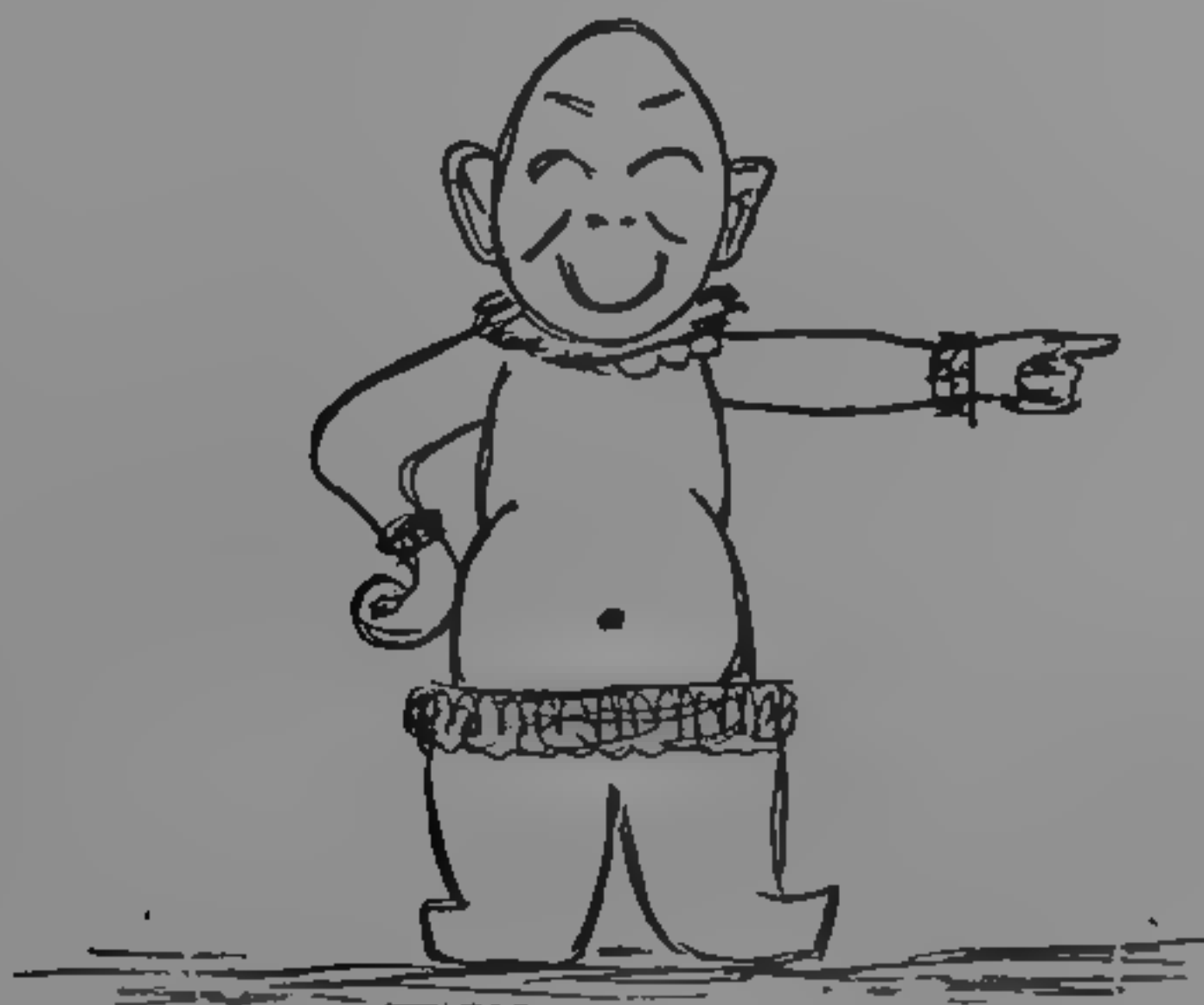
HEALTH AND FIRST AID GUIDE FOR HOME AND VILLAGE and other practical suggestions for teaching health to children and adults.

## N. ORGANIZATIONAL RELATIONSHIPS IN THE BUREAU OF INDIAN AFFAIRS

At the head of the Bureau is the Commissioner of Indian Affairs, an appointed official who receives his authority for planning, execution and control from the Secretary of the Interior. The Commissioner, whose control of field units spanning the length and breadth of North America, including the Territory of Alaska, delegates authority and responsibility for all management functions to Area Directors who head the functions of their specific location.

The Area Director for Alaska is stationed in Juneau, the Area office where administrative offices are situated. The Juneau Office is the high point in the chain of command that emanates from your station, goes on to the Area Field Office and terminates in the Juneau Office. For all practical purposes, you report directly to your Area Field Office. There may be an occasion where you will write directly to the Juneau Office: If so, be sure to send a copy of your correspondence to the Area Field Office, and, of course, retain a copy for your own files.

The attached charts illustrate the organization in detail.



BUREAU OF INDIAN AFFAIRS  
JUNEAU AREA  
BRANCH OF EDUCATION  
June 13, 1957

COMMISSIONER OF INDIAN AFFAIRS  
Washington 25, D. C.

ASSISTANT COMMISSIONER (Community Services)

BRANCH OF EDUCATION

AREA DIRECTOR  
Assistant Area Director (Administration)  
Juneau, Alaska

BRANCH OF EDUCATION  
Juneau, Alaska

MT. EDGE CUMBE  
BOARDING SCHL.

WRANGELL  
INSTITUTE

AREA FIELD  
REPRESENTATIVE

BETHEL SCHOOL DISTRICT

AREA FIELD  
REPRESENTATIVE

NOME SCHOOL DISTRICT

FAIRBANKS  
SCHOOL DISTRICT

BARROW SCHOOL DISTRICT



BUREAU OF INDIAN AFFAIRS  
JUNEAU AREA  
BRANCH OF EDUCATION  
June 13, 1957

AREA DIRECTOR  
Assistant Area Director (Administration)  
Juneau, Alaska

BRANCH OF EDUCATION

MT. EDGE CUMBE BOARDING SCHOOL SUPT.  
Enrollment -- 763

WRANGELL BOARDING SCHOOL SUPT.  
Enrollment -- 254

HOSPITAL  
SCHOOL

GUIDANCE  
DEPT.

ACADEMIC  
DEPT.

VOCATION.  
DEPT.

GUIDANCE  
DEPT.

ACADEMIC  
DEPT.

PLANT  
OPER.

CLINIC

HOME ECON.  
DEPT.

ADMINIST.  
DEPT.

BETHEL AREA FIELD REPRESENTATIVE

NOME AREA FIELD REPRESENTATIVE

BETHEL AREA FIELD SCHOOL SUPT.  
(Proposed)

NOME AREA FIELD SCHOOL SUPT.  
(Proposed)

BETHEL AREA FIELD DAY SCHOOLS  
Enrollment - 1496

NOME AREA FIELD DAY SCHOOLS  
Enrollment - 1310

FAIRBANKS AREA FIELD SCHOOL SUPT.  
(Proposed)

BARROW AREA FIELD SCHOOL SUPT.

FAIRBANKS AREA  
FIELD DAY SCHOOLS  
Enrollment -- 456

PERIPHERAL  
HIGH SCHOOL  
DORMITORIES  
Enrollment -- 80

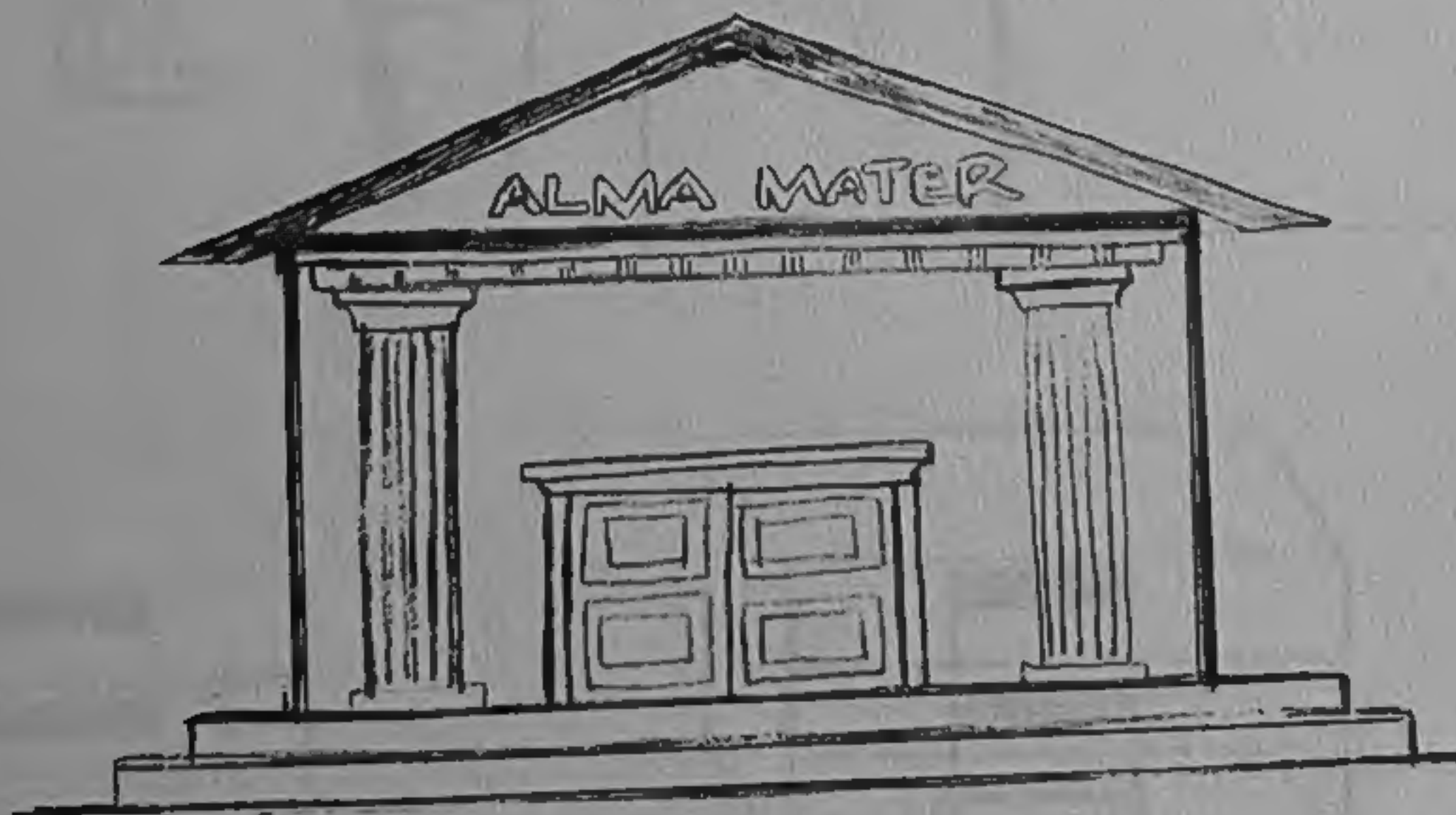
BARROW AREA FIELD DAY SCHOOLS  
Enrollment - 470



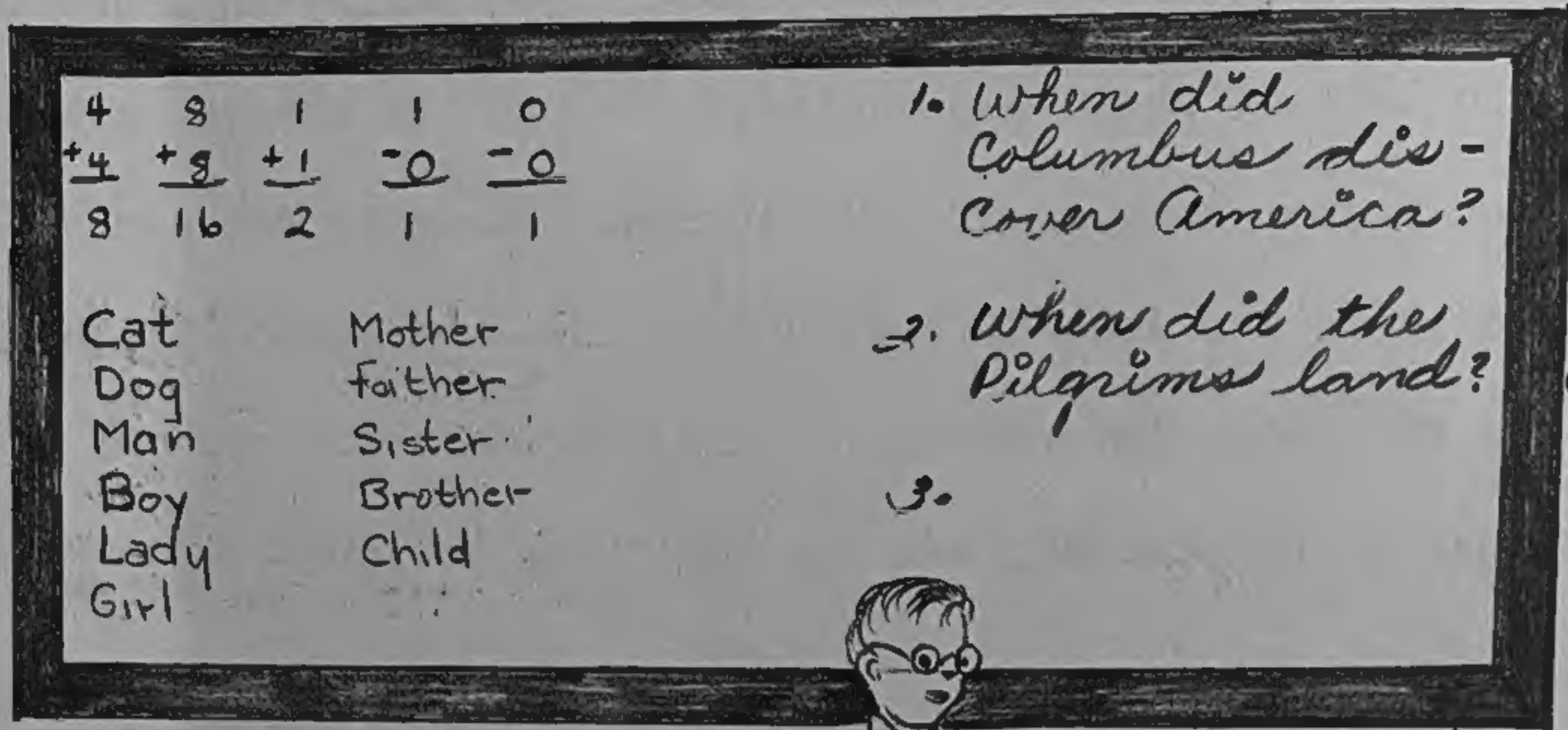
## O. EDUCATIONAL LEAVE

B.I.A. teachers are granted thirty days educational leave each year or sixty days every two years for the purpose of attending an accredited university or college of their own choice, provided the courses taken will benefit the educational program of the Service. Requests for such leave should be directed to the Area Office through the Area Field Office and should show the following information: Name and address of school to be attended, courses to be pursued, and the beginning and ending dates of each course.

At present educational leave is granted on a calendar basis, but legislation is now under consideration for changing the time to working days. You will be advised in the event this change is made.







"AN APPLE FOR THE TEACHER"



BRANCH OF EDUCATION  
JUNEAU AREA OFFICE  
BUREAU OF INDIAN AFFAIRS  
**ALASKA**  
MAY 1957



MAP SYMBOLS

- ▲ AREA HEADQUARTERS
- ▲ FIELD AREAS
- └ SUB-FIELD AREAS
- B.I.A. BOARDING SCHOOLS
- B.I.A. SCHOOLS
- \* JOHNSON-O'MALLEY CONTRACT SCHOOLS
- INSTRUCTIONAL AID SCHOOLS
- ★ ADULT EDUCATION PROJECTS

